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ABSTRACT

Five articles that address the merger of liberal learning and career preparation at the college level are presented, along with brief descriptions of 64 career preparation programs for liberal arts students, and an annotated bibliography of 33 documents in the ERIC system on liberal learning and career education. Article titles and authors are as follows: "Liberal Learning and Career Preparation: An Introduction" (Mary Ann F. Rehnke); "The Economy and the College Student" (W. Ed Whitelaw); "Careers, Competencies, and Liberal Education" (H. Bradley Sagen); "Creating a Career Preparation Program: A Political Approach" (John J. Agria); and "Career Advising for Liberal Arts Students: Faculty Roles" (David R. Hiley). Considerations in these articles include the following: how the humanities can best prepare college students to meet the demands of the economy; the use of career counseling, internships, and curricular changes to integrate liberal learning and career preparation; considerations in creating career preparation programs; and faculty roles and responsibilities in career advising for liberal arts students. The program descriptions include the name and address of the program's contact person. (SW)

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Liberal Learning and Career Preparation

Mary Ann F. Rehnke, guest editor

John J. Agria

David R. Hiley

H. Bradley Sagen

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W. Ed Whitelaw is professor of economics at the University of Oregon and president of ECO Northwest, an economics consulting firm. He presented a version of this paper to the Pacific Northwest Higher Education Forum, sponsored by AAHE, in Seattle, November 1982.

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H. Bradley Sagen is professor of higher education at the University of Iowa, and served as director of the AAC Project on Career Preparation and the Liberal Arts. This paper appeared in *Liberal Education* (summer 1979) and is reprinted with the permission of the Association of American Colleges.

John J. Agria

John J. Agria is dean for academic affairs of Southampton College of Long Island University. He presented a version of this paper to a session of the 1982 AAHE National Conference on Higher Education.

David R. Hiley

David R. Hiley is associate professor of philosophy at Memphis State University. This paper is excerpted from his monograph, *Faculty Roles in Career Advising of Liberal Arts Students*, and appears with the permission of the publisher, the Association of American Colleges.

Liberal Learning and Career Preparation

Mary Ann F. Rehnke

The tension between liberal learning and career preparation did not emerge in the last decade. Proponents of liberal learning were found in Plato's Academe stressing the need for broad study, education to build character, and the pursuit of truth for its own sake. By contrast, the more practical and career-oriented advocates were found among the Sophists of ancient Greece who emphasized the need to develop students' rhetorical and analytical ability so they might prove useful debaters and achieve success in the practical world.

The conflict found its way to the colleges of colonial America. The mission of these early colleges, on the one hand, was to provide gentlemen—gentlewomen were not allowed access to higher education—with a broad background so they might pursue knowledge in many areas. On the other hand, the colleges were also charged with specialized career preparation: training the statesmen and clergy.

This tension between the broad and the specialized, wisdom and skill, being grounded in all of time and space and being grounded in the practical world of work, continued through the interplay of ideas proposed by Robert Maynard Hutchins with his Great Books as contrasted by John Dewey and his emphasis that theory cannot be divorced from practice.

As the 20th century progresses, the tension seems to be dipping to the side of the specialized, career-oriented, practical educators. With Sputnik serving as a catalyst for government programs to train scientists, to enable the U.S. to compete successfully with those of opposing ideologies; adult students demanding courses relevant to their work; career-oriented students acting as consumers and determiners of the direction of their education; and

a society demanding that students be prepared to serve its needs in business, computer technology, and engineering, little room is left for the pursuit of wisdom for its own sake. (See Loacker and Palola 1981.)

This trend for specialized, career-oriented education is evidenced by data on earned degrees conferred collected by the National Center for Education Statistics. At the end of the 1975–76 academic year there were 346,082 bachelor's degrees awarded in the liberal arts field (i.e., area studies, fine and applied arts, foreign languages, letters, math, physical sciences, psychology, social sciences, theology, and interdisciplinary studies). In spring of 1977 the figure had dropped to 327,661; by spring of 1980, liberal arts degrees numbered 295,702. This decline of approximately 15 percent is countered by a rise in the number of degrees conferred in such specialized areas as computer sciences and engineering. Computer science degrees rose from 4,361 in spring of 1976 to 11,213 in spring of 1980. Engineering degrees followed this pattern with 46,717 awarded in spring of 1976 compared with 69,265 in spring of 1980.

While fewer students elect to major in liberal arts, and a depressed economy pressures students to be even more career conscious, studies such as that done by the American Telephone and Telegraph Company indicate that the liberal arts major prepares a student just as well, if not better, for a career than a more technical degree. "Nearly half (46%) of the humanities and social science majors were considered to have potential for middle management, compared to only 31% of the business majors and 26% of the engineers." As the humanities majors progress through their management careers, during the first eight years in administrative positions, "the average management level of the humanities



Mary Ann F. Rehnke

and social science majors was highest, with the engineers still trailing well behind (Beck 1981, p. 12).

When the tension between liberal learning and more practical education dips too heavily toward the side of pragmatism, students are not provided with an education that lays the groundwork for a successful lifetime. What is higher education doing to counter this problem?

The Higher Education Response

A variety of national programs have addressed this issue. At the Association of American Colleges, Project QUILL has aided colleges in developing programs to provide career-oriented students with the breadth of a liberal arts background. Business and higher education leaders have discussed the issue through Career Preparation in Liberal Learning Conferences led by AAC. The National Endowment for the Humanities has provided grants to strengthen liberal arts departments and to prepare programs for the nontraditional learner. The Carnegie Foundation for the Advancement of Teaching has produced an analysis of the new vocationalism by Ernest L. Boyer and Arthur Levine (forthcoming).

What can you, as college or university administrator, do to best utilize the tension between the liberal arts and practical, specialized studies to aid the life-long education of your students? The selections in this monograph are provided to help you in thinking through what merger of liberal learning and career preparation is most appropriate for your campus.

In "The Economy and the College Student," W. Ed Whitelaw provides an economist's prognosis on how the humanities can best prepare college students to meet the demands of the economy. He uncovers the hidden assumptions behind training students for specialized jobs currently in high demand. Having analyzed the economy, he concludes that jobs simply are not available in the numbers needed to employ all college graduates. How then should we best serve students? Provide an education in the liberal arts so they may be independent, flexible, creative, and the masters of numbers and words—capable of creating their own jobs.

In "Careers, Competencies, and Liberal Education," H. Bradley Sagen reviews the adequacy of

the liberal arts education as preparation for employment, indicating basic guidelines campuses might adopt to better prepare their students. Improved career counseling, internships, and curricular changes are the three basic approaches he sees campuses using to integrate liberal learning and career preparation.

How does a campus go about changing its curriculum, beginning an internship program, or revamping the career advising system? John Agria in "Creating a Career Preparation Program" stresses that persuading faculty of this need and helping them create the program best suited for their own campus is fundamental in establishing good career preparation programs. He offers pragmatic advice and strategies, such as the "salami technique" and the "something-for-everyone caserole."

If a college determines that improving career advising is their best approach, "Career Advising for Liberal Arts Students" by David R. Hiley, offers helpful insights on faculty roles and responsibilities in this area. In an excerpt from his monograph, published by Association of American Colleges, he identifies the need for faculty development and explains barriers that campuses must overcome to effectively use faculty in this role.

Following these articles are brief descriptions of 61 programs serving students at colleges and universities across the U.S. This list is representative rather than comprehensive, and was developed with the cooperation of AAC, the Council of Independent Colleges, and the participants in the AAHE 1982 Issue Caucus on Liberal Learning and Career Preparation. The listing of a contact person for each of the programs described also presents a network of educators seeking to foster the liberal arts in the educational program of today's students. These campus representatives welcome questions about their programs.

An annotated bibliography of documents in the ERIC system on liberal learning and career education follows these program descriptions.

The campus approaches to liberal learning and career preparation demonstrate four patterns. First, campus programs may stress developing the advising program by assisting liberal arts faculty to advise students about careers, creating programs in the career placement center, or clustering academic

courses to indicate how they prepare students for careers. A second approach to improved career preparation involves developing the curriculum, through introducing a general education core with a career orientation, offering career-oriented minors, using liberal arts courses to supplement professional majors, facilitating internships, or providing courses on careers. A third approach, and perhaps the most significant one in ensuring ongoing change, is developing the faculty so they may instigate changes either in career advising programs or in curricular areas. Faculty development may take the form of on-campus seminars or placing faculty in business and government positions to gain firsthand experience so they may better advise their students. The fourth approach is a comprehensive one. Once a college has begun improving its advising or changing the curriculum or instituting faculty development programs in the area of career preparation, the effort frequently expands into the other areas.

When an institution begins the process of better preparing its students for careers, the easiest way to begin is in the placement center introducing programs to improve the advising process. However, to ensure fundamental and long-lasting changes, initiating programs to involve the faculty in creating curricular, advising, and more comprehensive changes is the more effective approach to addressing the question, "What can higher education do to integrate liberal learning and career preparation?"

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The Economy and The College Student

W. Ed Whitelaw

The invitation to prepare this paper involved me in a paradox that I want you to recognize so that you can understand, and I hope, approve, of the way I have tried to deal with it.

When educators ask me as an economist to provide expertise that may help them wrestle with some of the most serious and painful questions we can ask ourselves these days, I cannot refuse. Is there life after college? That is not a joke for today's graduating seniors. What exactly as educators can we do to prepare our students for a productive life?

But, if I supply my expertise exactly as educators ask for it, quite probably I will betray a trust and our student's futures. Listen carefully to the wording of my invitation: "We would like you to develop a background paper on industry and occupational trends . . . The paper should suggest manpower needs and supply-side implications given the economic trends identified."

The invitation reveals an all-too-familiar model of curricular planning. It has five stages.

1. Identify the fastest-growing sectors of the economy.
2. In these sectors, identify the emerging occupations and specialized skills for which demand is fastest-growing.
3. Develop curricula that train students in the target occupations and skills.
4. Train the students.
5. Send them out to assume jobs.

This model makes some heroic implicit assumptions, often without recognizing them:

1. that the economy is so firmly segmented both industrially (i.e., by sector) and regionally that one may consider it piece-by-piece without addressing what is going on in the economy as a whole;

2. that the occupations and specialized skills for which demand is expected to grow fastest are peculiar to the fastest growing industries;
3. that occupational diversification is a good thing and implies acquiring the specialty most in demand; and
4. that the implementation of specialized curricula and education of students in them can and will take place more rapidly than fluctuations in demand for these specialized skills.

Seeing these assumptions stated explicitly, one appreciates why most often they are left *unstated*.

The trouble with programs built upon these assumptions is that they cannot work, for they are too slow and they squint. They identify the need for a job, say 573 buttonhole design engineers by 1985; spend two years conceiving and implementing a highly specialized course of study—only elephants have longer gestation periods than academics—; and by the time they have produced their first generation of perfectly trained and certified buttonhole-design engineers, zippers are back in style.

Perhaps you regard this as argument by hyperbole. Consider then the following all too common case.

When Robert Roy chose chemical engineering as his major at MIT in 1978, he thought getting a job after graduation would be a snap. There was much discussion about the critical shortage of engineers, and petroleum and pharmaceutical companies, along with scores of other manufacturers, flocked to MIT to woo new graduates in chemical engineering.

But by the time Mr. Roy's turn came last January, the recruiters were nowhere to be seen. While students specializing in electrical engineering, robotics

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and computer sciences had their pick of job offers, the demand for new chemical engineers had declined sharply, as the nation's oil and chemical companies tried to recoup profits lost in a sustained downturn (Sanger 1982).

The industrial revolution always spat out first those highly and specifically skilled craftsmen who made it possible. It has been doing this for more than 200 years. Isn't it about time that we learned our lesson?

Before I try to provide a glimpse of next year's help-wanted ads, as a responsible economist I must force on you a view of the economy that doesn't squint. Effective long-range planning for our students' sakes isn't going to be possible unless I do. Let me describe the big picture for you—the front page—before we turn to the classifieds. It's not going to be pretty, but then what do you expect from a practitioner of my sour science?

The Big Picture

Faced with mountains of data and considerable expanses of time, many economists have tried to make all such information manageable by looking for repetitions and parallels within it, patterns once identified and described might be recognized again and used as a basis for prediction. This is the science of economics that most lay persons know; it is largely a matter of cycles and trends. With cycles, economists examine short-run fluctuations: prosperity and depression, expansions and contractions, upswings and downswings, peaks and troughs, bulls and bears. With trends, economists examine long-run cumulative patterns: economic growth or decline, and changes in productivity, real per-capita income, or in standards of living.

During the 1950s, there were two moderate cycles, in which real GNP dropped about 3 percent each time. In the 1960s, again there were two cycles, though these were rather mild; real GNP dropped only 0.1 percent each time. In the 1970s and so far in the 1980s, the cycles have been much more severe. In the 1974–75 recession, real GNP dropped 4.8 percent. And in the two technically distinct recessions that form the 1980-to-date slump, real GNP dropped by 1.1 percent, then recovered slightly, but has fallen over 3 percent since then.

Most individuals, not surprisingly, do not relate to GNP real or otherwise, but they do relate

strongly to other symptoms of cycles—inflation, for example. So, where are we now in these more immediate terms?

Inflation, which until recently ranked as the number one U.S. economic problem, has dropped from over 13 percent in 1979 to roughly 5 percent today.

Unemployment, which now ranks as the number one economic problem in the polls, has increased from just under 6 percent in 1979 to nearly 11 percent today.

The prime rate of interest, which serves as a general indicator of interest rates, has increased from 11.7 percent in 1979 to a peak of over 20 percent in 1981 and back down to 11 percent today, though adjusted for inflation, i.e., measured in real terms, it has increased markedly.

The new-home mortgage rate has increased from 10.5 percent in 1979 to 16 percent in 1981 and back down to about 15 percent today, though, again, when adjusted for inflation, it has increased.

The distribution of income has become more unequal, for the share of population living in poverty has increased from below 12 percent in 1979 to above 14 percent this year. (By comparison, that share was cut in half between 1965 and 1979). This means today over 32 million Americans live in poverty.

Utilization of capacity, which is an index of how much of our industrial plant and equipment we are using, has fallen from 86 percent in 1979 to about 67 percent today. That means fewer than one in six machines stood idle in 1979; one in three stands idle today.

Last opportunities is an estimate of what we are losing as a nation by not producing what we could produce. Since 1979, the difference between our potential GNP and what we actually produced is staggering. To date, that gap totals over 25 percent of what we will produce this year, and this year's gap alone exceeds 10 percent. We have tithed with a vengeance.

What do all these facts mean? For every major indicator of performance, except inflation, we are worse off today than we were in 1979. Furthermore, except for inflation each of these indicators likely will stay the same or worsen in the immediate future.

So, what's to become of us? Lester Thurow, in his widely read and acclaimed *The Zero-Sum Society*, looks at the evidence and concludes that the U.S. and by association the world economies are headed into a Great Stagnation, i.e., years—not months—of tedious economic slump.

Level of Demand or Composition?

Most discussions of occupational planning for the 1980s seem concerned with a perceived mismatch between the new, specialized skills needed to win jobs in emerging industries and the skills we actually teach our students. Such discussions miss the mark: With the cycles and trends this nation most probably faces in the 1980s, the problem quite simply and overwhelming is with the *level of demand* for labor, not with the *composition of demand*. Our economy just will not grow fast enough to employ even those who have acquired the new skills. As Barry Bosworth, an economist at the Brookings Institution, said, "The fundamental dominating factor in the 1980s is that there will be a lack of jobs out there, and we haven't grasped that issue yet."

Suppose, though, we do emerge from this recession, however long it takes, and want to get on with educational planning. What do we do? Conventionally, we would begin by identifying the fastest-growing sectors, the most promising jobs, and finally the emerging occupations. (In the Appendix I present the basic information for these steps.) In so doing, we would believe that we had identified sectors and fields offering plentiful opportunities throughout a career, improving chances for promotion and variety in jobs throughout an active life. Then we would encourage educators to design curricula to serve these occupations and fields and to advise their students into them. This is the logic in two recent studies on occupational planning (Contract Research Corporation 1976; Orth and Russell 1980).

But that logic is flawed, whether it is applied to vocational education programs or to university curricula. The problem is not the rapidly changing composition of demand for labor—the "mismatch problem." It is simply a lack of demand. The unemployment rate among college graduates aged 20 to 24 rose from 2.4 percent to 4.5 percent in the 1970s. It likely will not fall much in the '80s. Even assuming

Reaganomics worked and the economy spurted, "the job market experienced by college graduates in the 1980s is unlikely to be more favorable than in the 1970s," according to Jon Sargent of the Bureau of Labor Statistics (quoted in Fuerbringer 1982).

BLS analysis indicates there will be about 15 million college graduates entering the labor force in the 1980s but jobs for only about 12 million of them. And those 12 million will have to compete with the 3.8 million college graduates who have been either unemployed or underemployed (i.e., in a job not requiring a college degree) since 1980. Eli Ginzberg of the Conservation of Human Resources Project at Columbia University comments, "The real competition will be between the well-trained and the less well-trained college kids." If our responsibility is solely to those students each of us is teaching today, then we must train them to win the scarce jobs away from their competitors, i.e., the students we taught in the past and the students whom our colleagues taught elsewhere. Saving for another time debate on the ethics of that decision, I will take that responsibility as given. How, then, do we serve our students?

If instead of asking what jobs lie over the horizon and then setting about training ever so many students for them, we ask where in the present and foreseeable economy is there room to maneuver and what kind of person is most likely to prosper in these areas of opportunity, then we will design a very different kind of program, one with some chance of success.

Sources of Jobs: The Small and Mid-Size Firms

We should begin by recognizing that we now know much more about the processes of economic development than we did even as recently as five or ten years ago and that these processes, themselves, have changed within the last ten to 15 years. It is a simple fact, amply and repeatedly documented, that the firms producing most of the new jobs in the United States over the past several years have been small to mid-sized; that is, they have less than 100 employees. In the U.S. between 1969 and 1976, for example, firms with fewer than 20 employees generated 66 percent of the net gain in jobs (Birch 1979). From 1958 to 1963, firms employing less

than 100 workers grew only 3.9 percent, while those employing over 1000 workers grew over 13.7 percent (NFIB 1979). By contrast, from 1967 to 1972, small business employment increased 13.2 percent, while employment in large firms increased only 8.9 percent. From 1970 to 1977, the Fortune 1000 contributed only 3.0 percent of the new jobs in the economy.

This change is both dramatic and exciting. Ten firms employing 100 persons each as they grow will produce more new jobs than will one firm employing 1,000 persons. (This shouldn't come as a surprise to conservatives or economists. A long time ago, Adam Smith pointed out that a society gets greater economic benefit from 100 small competitors than it does from two large ones.)

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This change is not limited only to the size-distribution of firms or to the source of new jobs. It also has surfaced within the large corporations in what Norman Macrea has called an "intrapreneurial revolution" (Macrea 1982). This not yet fully realized revolution features competing profit centers or intrapreneurial groups within larger corporations. These profit centers both stem from and give rise to decentralization, risk-taking, and entrepreneurial rewards. And this in turn suggests that they may be the intra-corporation equivalent of the extra-corporation trend over the past ten or 15 years that finds an increasing share of U.S. workers self-employed or with more than one job or both. This transition from larger decision-making units to smaller ones reflects the same increasingly pervasive dynamism throughout the U.S. economy that has generated such phenomena as individuals seeking multiple careers. Some persons are dislodged by personal or institutional failure (burn-out and bankruptcy), but others grow.

Liberal Learning and Career Preparation

All of us in education—professors, deans, academic and vocational counselors—want in these difficult times to serve our students as best we can. What have we learned from economics that may help us?

1. Looking at the economy in terms of cycles appears to tell us no more than what we already know. We're in trouble! However, it should also make it clear that there are no quick fixes in the economy, or in the academy either: No single magic skill or competency once acquired will guarantee employment.

2. Looking at the economy in terms of productivity, there's a pearl in this sad oyster if we will find it. Where as educators have we failed the economy? Not by denying it highly skilled workers (they come from somewhere) but in failing to train *competent and productive managers*. This fact is worth noting, for management, unlike button-hole engineering, is as near to a universal skill as one can possess.

3. Looking at the economy in terms of what we have recently come to know about the dynamics of economic development proved hopeful, for development so conceived is something we can do something about. Interestingly enough, development at this scale calls for exactly those skills the absence of which marked our declining productivity, but in a way that challenges the individual with real opportunities to respond instead of stunning him or her with gigantic disaster.

Given these economic facts, what qualities do we target and train for?

Independence, because in this market, when someone else won't recognize your skills and hire you, you've got to be able to hire yourself.

Flexibility, because change is the one thing that is sure. If Heraclitus had been an economist, he would have won next year's Nobel.

Creativity, because success is something we make these days, not something we receive as gift or wage.

Mastery of numbers and words, because without these competencies independence, flexibility, and creativity are sterile.

How do we teach a student to become independent, flexible, creative, analytic, and fluent? We have had the bones of such a program around for 2,500 years. Consider the trivium and quadrivium—the seven liberal arts. Note that they began

as education for competency, not credentials. Note also that they have always been opposed by advocates of education for a special interest, whether the interests be those of Plato, Aquinas, the deans of business schools, or the heads of high-tech electronics firms. But how does one convince a student of them, and that there is no single right and everlasting job to train for? In fact, how does one convince even those of one's colleagues who are given to consider such practical matters?

The Liberal Arts As Survival Skills

In a recent article, Steven Cahn considers four justifications for a liberal education (Cahn 1981-82). They are:

1. A liberal education offers subjects to be learned for their own sakes, not as means to some ends beyond themselves.
2. It provides the most effective means of achieving personal goals, e.g., self-fulfillment, self-actualization, self-cultivation, or self-realization.
3. It provides a basic, systematic understanding of the world in which we live.
4. It is a necessary component of vocational education offering insights into the scientific, social, historical, and ethical issues that arise in any particular occupation.

Cahn finishes his article with a faculty member speaking at a hypothetical faculty meeting:

The aim of a liberal education is to enable individuals to live intelligently and responsibly as citizens of a democracy. And in view of the importance of this aim, no students should be awarded a B.A. degree without having demonstrated mastery of essential materials in the physical sciences, social sciences, and humanities. To ensure such mastery, I support the motion that the faculty today institute an appropriate set of college-wide requirements.

In Cahn's dreams, the motion passes by acclamation. In my dreams, too, the motion passes. In my waking hours, though, that faculty meeting never begins. If it did, I know it would never end, and certainly not by acclamation unless on a vote for adjournment.

Cahn justifies liberal education as a means of enabling individuals to live intelligently and responsibly as citizens in a democracy; he is interested in

the political being. I justify it as a means of enabling individuals to live effectively as employees and employers, buyers and sellers, consumers and producers in a market-oriented economy, for I am interested in the economic being. But my justification is not merely a variation on the last of Cahn's four points. The ethical being is the common denominator between us, and the political and economic vocabularies are, in a real sense, ways of talking about ethics in the late 20th century without blushing. It isn't clear, though, that either of us could move that hypothetical meeting any closer to acclamation or adjournment. So I'll stick with the students.

Advising Entering Students

Academic advice to first- and second-year students—whether at two- or four-year institutions—applies to boom and bust alike and to any region of the country.

I can illustrate what I consider good advice to a student most easily if I assume away some complicating circumstances, as economists like to do, and re-introduce them later. Suppose I face the typical freshman in my office, who has some notion of a major, say, history, biology, math, education, business—maybe even economics—and an even vaguer notion of what he or she wants to do upon graduation, say, an MBA, or graduate work in one of the disciplines or in law, or perhaps employment for a few years. Suppose also, he or she is mobile, i.e., not committed irrevocably to a certain state or region of the country.

In the absence of university-wide requirements, I must begin the conversation by trying to persuade the student of the advantages of maximizing choice, of keeping one's options open, of hedging one's bets, of avoiding clichés, not only upon graduation but also, five, ten or 20 years into one's career. For most of the students—in fact with very few exceptions—the argument makes sense. That's hardly surprising. It would have made sense in the 1950s had one received such advice, and it makes special sense today, given the bleak prospects for jobs in the 1980s and what is likely to be the rapidly changing composition of demand for jobs.

While it may make sense, few if any students will have observed in their first or second year how closely tied are their college courses and an eco-

During a recession, the opportunities foregone by attending school are less: Unemployment is high, wages and salary increases low.

nomie goal such as maximizing occupational choice. In fact, few incoming students have clarified their long-term interests enough to base any goals—economic or otherwise—on them. A student's interests, especially in the first year, have developed haphazardly, without any systematic exploration of available alternatives. Such exploration takes time.

While that time elapses, while the student explores the alternatives and clarifies his or her interests, there is knowledge to learn and skills to be acquired. So, to this hypothetical student, I describe how to translate maximizing choice or hedging one's occupational bets into a manageable program of study. The task becomes one of acquiring or enhancing skills of quantitative analysis and skills of expression. Educators know what courses offer these skills: Courses that develop skills of quantitative analysis include math, statistics, computer science, and information management. Courses that develop skills of expression include writing, literature, speech, and foreign languages. It's as if the student carries three majors: the major major, say political science, education, finance, computer science, or engineering; and two other majors, one in quantitative analysis and one in expression. And in every term throughout college, he or she takes at least one course from each of the complementary majors.

This advice is hardly new. It is strictly in the tradition of the liberal arts education. To any student who does not have unlimited time, this advice should make sense. It's straight out of basic microeconomics and *Poor Richard's Almanac*. Acquire the skills and take the course if the returns justify the time invested.

Most educators and students acknowledge the value of the skills of quantitative analysis. Ginzberg at Columbia University says, "If you don't come out of college with some sophistication in quantitative analysis you're in a bad way." The payoffs are immediate: greater chance of employment and higher pay. And the payoffs persist. Consider the top ten most rapidly growing sectors for the 1980s, listed in Table 1 in the Appendix to this paper. Consider also the occupations that offer the most promise (measured in employment and earnings) in the 1980s. The demand for skills of quantitative analysis in each of these sectors and occupations will continue to increase through the 1980s, even for lawyers.

The occupational payoffs to skills of expression are never as obvious. That is unfortunate and usually quite costly, because if anything they are more important. There are the immediate payoffs that skills of expression yield either in interviews and promotion or in graduate school, but what is not nearly so obvious and yet much more important are the pervasive returns to skills of expression five, ten, and 20 years into a career. Whether the task is description, explanation, or persuasion, skills of expression are the single most important determinant of effectiveness.

Advising Third- and Fourth-Year Students

Good academic advice to juniors and seniors applies, as it does to first- and second-year students, to any region of the country, but it varies between boom and bust.

During a recession, the opportunities foregone by attending school are less: Unemployment is high, wages and salary increases are low. In this recession, even the high-tech industries are down. Since the benefits remain the same and the costs have decreased, the rate of return to an extra year of schooling during this recession has increased. But until all entering students follow good academic advice, or until colleges and universities adopt requirements that make sense, most third- and fourth-year students would be better off if they took a fifth year of courses to make up the deficiencies they most obviously have.

While the advice we give to juniors and seniors should resemble the advice we give to entering students, the constraints on older students obviously differ. We may want to teach a student the folly of limiting his or her desires to the possible, but he or she may not learn that soon enough. Without some self-induced control, without some persuasive, practical argument, the student's impatience will force him or her to graduate, or merely to leave, prematurely. And that is more costly than he or she knows, both to the student and to society.

The practical argument, the persuasive case stems, once again, from basic microeconomics. The first two years of school, whether spent well or poorly, are sunk cost and therefore irrelevant to the decision. Without, at the least, mastery of numbers

and words, two years, three years, or four years of college have little value. Without it, students cannot become effective employees and employers, consumers and producers, buyers and sellers. Without it, they can hardly begin to be responsible for their political and economic lives. But if they can shed their impatience and attachment to the conventional four-year credential, and look at their education strictly as the investment it should be, then like that best of all possible freshmen, seniors, too, can begin to appreciate the logic of keeping one's options open so as to be able to control or at least manage one's occupational destiny.

The rest of the discussion is straightforward. Students should learn to recognize and to take courses that will help them become analytic and fluent; in other words, they must prepare themselves as best they can for whatever comes.

The advocates we needed at that imaginary faculty meeting were not, sadly, Steven Cahn and

W. Ed Whitelaw, but maybe Robert Frost and William Shakespeare, if we could hear them: Frost to remind those of us who are old and safely tenured that we, too, have "miles to go before we sleep," and Shakespeare to speak even more clearly to and for the young we serve. He once imagined a young college student facing a future as difficult, and very like, our own and asking "To be or not to be . . ." You know the rest. What often is ignored is that by the end of the play Hamlet had found his answer, though not the time to live it. "Let be." "The readiness is all." Horatio and Heidelberg must have taught him well for him to learn so much from adversity. Take what the world offers, and grow! "The readiness is all." Can we do better than this? Can we offer our students less? If Hamlet had lived 100 years, he still would have died young. That, not lobotomized security in the button factory, is what I want for my students. I am sure it is what you want for yours.

Appendix: Information for Conventional Occupational-Educational Planning

The logic underlying curricular or educational planning derived from occupational planning is straightforward. If one identifies the fastest-growing sectors, the most promising jobs, and finally the emerging occupations, then one has identified the targets for curricular planning. Educators have merely to advise their students into these emerging occupations and fields. This logic isn't all that bad. It begins in basic microeconomics, in which the demand for occupations is derived from the final demand for goods and services. Thus, one bases occupational forecasts on industrial forecasts by sector.

The low-trend projections from the Bureau of Labor Statistics through the year 1990 offer some insights (Personick 1981). Total employment will grow at a compound annual rate of 1.4 percent, public sector employment at about 0.8 percent, private-sector employment at about 1.5 percent, and manufacturing employment at about 0.8 percent. These big aggregates conceal more than they reveal. Once one disaggregates them, though, one can learn something. Consider the top ten industries by growth rates in Table 1.

**Table 1: Fastest Growing Industries—
BLS Lowtrend Projection, 1979-90**

Industry	Growth Rate 1979-90	Employment 1990 (thousands)
Other Medical Services	4.6%	2,312
Typewriters, Other Office Equipment	4.5	77
Computers and Peripheral Equipment	4.2	552
Coal Mining	4.1	411
Hospitals	3.8	3,967
Crude Petroleum and Natural Gas	3.6	311
Doctors'/Dentists' Services	3.4	1,896
Local Government Passenger Transit	3.3	185
Other State and Local Government Enterprises	3.2	695
Automobile Repair Services	3.1	1,168

Source: Valerie A. Personick, "The Outlook for Industry Output and Employment through 1990," *Monthly Labor Review*, August 1981, p. 40.

Strategic occupational planning should consider not only the fastest growing industries but also the slowest growing ones. Consider, then, in Table 2, the ten slowest growing industries.

Table 2: Most Rapidly Declining Industries—BLS Lowtrend Projection, 1979-90

Industry	Growth Rate 1979-90
Dairy and Poultry Products	3.3%
Alcoholic Beverages	3.1
Leather Tanning and Industrial Leather	2.7
Logging	2.4
Synthetic Fibers	2.1
Other Agricultural Products	1.8
Railroad Transportation	1.7
Wooden Containers	1.6
Dairy Products (processed)	1.6
Bakery Products	1.5

Source: Personick 1981.

Finally, while growth rates help illustrate changes in relative shares among the industrial sectors, the actual numbers of jobs gained illustrate the absolute shares. Table 3 shows the ten industries with the largest gains on jobs projected for the period from 1979 to 1990.

Table 3: Largest Job Gains—BLS Lowtrend Projection, 1979-90

Industry	Employment Gain (thousands)
Eating and Drinking Places	1,912
Retail Trade (except eating and drinking places)	1,878
Hospitals	1,347
Miscellaneous Business Services	1,171
Other Medical Services	909
New Construction	892
Wholesale Trade	866
Doctors' and Dentists' Services	580
Banking	490
Educational Services (private)	416

Source: Personick 1981.

What, then, do these data tell us? They appear to have answered some important questions one should pose in designing an occupational strategy.

What are the high-growth sectors? What are the emerging fields? What are the emerging occupations?

In a recent survey (summarized in *Occupational Outlook Quarterly*, spring 1982), the Bureau of Labor Statistics identified the jobs that look most promising during the 1980s. At the top, not surprisingly, are doctors and lawyers, along with systems analysts, dentists, computer programmers, aeronautic engineers, and accountants. In the middle are jobs ranging from journalist to bus driver and stock clerk to librarian. Further down are bartenders, tailors, file clerks, roofers, taxi drivers, and messengers. And at the bottom, are sailors and deckhands, duplicating-machine operators, weavers, ushers, and lobby attendants.

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Careers, Competencies, and Liberal Education

H. Bradley Sagen

Career preparation is one of liberal education's most fundamental problems. As a conceptual issue, the relationship of the liberal arts experience to career preparation has never been resolved to the satisfaction of those committed to either aim; and as a practical matter, many current liberal arts graduates are not able to find positions appropriate to their abilities and educational attainment.

Our eventual goal must be to find practical solutions to the employment problem that will be compatible with the traditional values and goals of the liberal arts. Although more information is needed before such recommendations can be made with confidence, there are some specific conditions, trends, and initial responses to the problem that should be considered. More specifically, we need to discuss: (1) the current employment situation and the adequacy of a liberal arts education as preparation for that situation; (2) some basic guidelines for improving the preparation and maintaining the liberal arts as a viable route to employment; and (3) how some institutions are handling the problem of career preparation and how well these responses are succeeding.

These remarks are essentially a report on the Association of American Colleges' Project on Career Preparation and the Liberal Arts, which I am directing. The project examines this issue in some detail and is designed to provide a more comprehensive and definitive response to this complex problem.*

* The primary goal of the project is to evaluate the effectiveness of current practices and promising innovations in the career preparation of liberal arts undergraduates and to disseminate this information to institutions along with recommendations for further efforts. A second goal is to communicate to potential employers the efforts of liberal

Available Jobs versus Available Workers

The basic supply and demand situation for college graduates is well known, and the projections for the next several years largely mirror the actual situation of the recent past in which approximately one out of every four college graduates either found jobs in occupations not typically entered by college graduates or faced initial unemployment. In some instances, college graduates in noncollege occupations have increased productivity and thus "upgraded" their positions. More often, however, graduates have been "occupationally downgraded" to jobs in which their level of educational attainment and competence cannot be fully utilized. For the next five to ten years, the number of these underemployed graduates may exceed 200,000 per year.

A large portion of these underemployed are liberal arts graduates whose employment possibilities are not only affected by total supply and demand, but also by the structure of the labor market—the match between the competencies of available workers and the tasks of available jobs. Here, a combination of factors has produced a situation that often places liberal arts graduates at a competitive disadvantage in securing initial employment.

The major change in the labor market has occurred in the kinds of jobs available to college

arts colleges to improve the occupational effectiveness of their graduates and the characteristics of successful programs that employers might consider in selecting institutions from which to recruit. The study is financed by grants from the John Deere Foundation, IBM, and the Lilly Endowment. [Editor's note: The project has since been terminated.]

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The irony of the current situation is that a significant number of employers view liberal arts education as narrowly specialized and perceive graduates of professional degree programs . . . as having broader competencies than liberal arts graduates.

graduates. The most obvious shift has been towards jobs requiring more specialized expertise. Opportunities for engineers, business majors, and students in most other undergraduate professions, as well as for liberal arts graduates in the sciences, have continued to expand in recent years despite a generally stagnant economy. In contrast, the employment picture for those in the humanities and social sciences has declined significantly (Borinsky 1978; Kessler 1973). In addition, the structure of the labor market has been affected by population trends and public policy. For example, liberal arts graduates have traditionally found initial employment in occupations such as teaching that are population sensitive. Largely as a result of the decrease in population growth, elementary and secondary teaching now provides opportunities for only about one-third the percentage of graduates that it did 15 years ago (Carnegie Commission 1974, p. 4). To demonstrate the impact of public policy, it can be shown that the net changes in nonteaching job opportunities for liberal arts graduates are currently determined by the employment practices of the federal government. The data, compiled annually by the College Placement Council, show that a decline in the number of "other nontechnical" job openings for baccalaureate recipients is largely due to decreases in hiring by the federal government, a trend that has been relatively consistent for the last five years.

In addition to changes in the nature of available positions, significant changes have also occurred in the composition and size of the labor force competing for those positions. Women now comprise about 40 percent of the total work force. Since women tend to be less specialized in educational preparation, recent increases in the number of women in the labor force has increased the competition for jobs sought by liberal arts graduates. Also, the number of college graduates has doubled in recent years causing a major oversupply of entry-level employees (Hecker 1978).

Extreme caution must be exercised in drawing conclusions from the rather gross data from which labor market projections are constructed. Nevertheless, it seems reasonable to conclude that the employment difficulties of liberal arts graduates in the social sciences and humanities will continue to be substantially greater than those in the sciences

and professional fields and that perhaps 30 percent of these graduates will be employed in positions that do not fully utilize their talent or level of educational attainment.

The Adequacy of a Liberal Arts Preparation

The nature of the current labor market constitutes the largest part of the employment problem of liberal arts graduates. A second and increasingly significant aspect of the problem is the adequacy of the preparation of those graduates. From the perspective of employment, the problem of career preparation can be described as the development and credentialing of relevant competence. Competence, simply defined, is "what one can do," and competence in relevant tasks is what the employer seeks and the successful applicant must demonstrate. Competence can be divided into generalized competencies, composed of broad knowledge and skills that transfer to a wide range of task situations, and specialized expertise, which provides more powerful applications to a more narrow range of tasks. Liberal arts education must reconcile its own historic emphasis on the development of generalized competence with the growing trend toward specialization in employment and must respond also to the increasing suspicion on the part of employers that the liberal arts currently do not develop broad competencies relevant to employment opportunities. Here, I think, liberal arts education can be criticized for not adhering to its own stated emphasis on the development of broad competencies, for not responding to the need for some specialized expertise to secure initial employment, and for failing to provide opportunities to develop and credential both general and specialized competencies in ways that will be credible to prospective employers.

The irony of the current situation is that a significant number of employers view liberal arts education as narrowly specialized and perceive graduates of professional degree programs, such as business, as having broader competencies than liberal arts graduates (Bisconti 1976, p. 13). Liberal education has become, to a considerable degree, the province of specialists concerned chiefly with specific disciplines. Faculty seem to have cast aside the adage that liberal education consists primarily of



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the habits and skills of mind that remain once the content is forgotten and have favored subject matter coverage over the development of basic cognitive skills in both general education and in the academic major.

General education has sought traditionally to achieve basic competence in quantitative and logical analysis and in basic communication skills. The importance of these competencies appears to have been largely overlooked in the current debate over requirements in general education.

Similarly, the primary role of the academic major in liberal education has been to develop the advanced analytical abilities that can be achieved only by pursuing a rich body of knowledge in depth. The current employment advantages of graduates in certain professional fields and in the sciences may well derive to some degree from the fact that undergraduate programs in these fields are organized sequentially, in increasing depth, around established bodies of knowledge and that defined competencies can be associated with the mastery of that knowledge. Programs in the humanities and in the social sciences, in contrast, are often organized around less defined but nonetheless expanding bodies of knowledge and with little attention given to increased depth of understanding and intellectual skill (Bell 1966, p. 41). Completion of a course in differential equations or inorganic chemistry generally reveals more about the competence of the student than a course in 18th-century English literature or small-group behavior.

Liberal arts programs have also failed to respond to the legitimate need for specialized vocational expertise in most baccalaureate-level occupations. Liberal education has long held erroneous conceptions of the relationship between theory and practice and has contended that broad liberal arts abilities may be directly applied to complex practical situations without the need for additional specialized knowledge and skills (Sagen 1978). If liberal arts programs accept, as one aim, the preparation of students for entry-level positions appropriate to their level of educational attainment, such programs must also accept the fact that appropriate positions increasingly will demand at least moderate amounts of specialized knowledge and skills.

Finally, the current liberal arts transcript in most fields provides too little evidence of what the

student can do that is of much interest to an employer. Liberal arts education must devise more effective ways for students to demonstrate and credential their competence in ways that potential employers will accept as valid predictors of effectiveness on the job.

Some Initial Propositions

Based upon an analysis of the current and projected labor market for college graduates and an examination of the adequacy of a liberal arts degree as preparation for that market, seven basic propositions appear to represent the conditions necessary for maintaining the liberal arts as a viable route to employment for large numbers of students.

The first proposition represents a fundamental guiding assumption: that liberal arts education will continue to constitute the most effective career preparation for significant numbers of students and that career preparation can be carried out without violating the traditional aims of the liberal arts. Nothing in my analysis suggests that narrow forms of career education should replace the liberal arts for students now enrolled in baccalaureate programs. Nor do the proposals imply that career preparation properly conceived will distort the value of the liberal arts as worthy subjects of study in their own right or the effectiveness of the liberal arts experience in developing humane qualities of person.

A second proposition is that career preparation must play a more significant role in liberal education. Career-oriented courses will occupy a greater portion of the typical student's program and choices among liberal arts majors and courses will be made with career preparation as one goal in mind. The difficult task will be to maintain the traditional aims so that future employment does not dominate the student's planning or the curriculum itself.

Third, liberal arts education must become more competency-oriented, although not necessarily more competency-based, as that term is now used. Development of generalized competencies should characterize both the general education and the academic major components of the curriculum. These competencies should include a wider array of cognitive skills than the skills currently emphasized

in academic scholarship. More of the broad problem solving, decision making, and other intervention techniques of the several professions can and should be introduced in the liberal arts curriculum (Sagen 1973, p. 510; 1978). Examples of such techniques include legal reasoning, operations research, engineering design, and assessment of human and group behavior.

Fourth, more emphasis must be placed upon the acquisition of the moderate amounts of specialized knowledge and expertise required to obtain an entry-level position appropriate to a baccalaureate degree. Students must gain some knowledge of the economic system and of the nature of business and other organizations as well as competence in specialized functions such as marketing or finance. They must also acquire specialized tools such as accounting and technical writing skills that permit general abilities to be applied to specific occupational tasks. For this reason, professional knowledge and skills should be introduced in greater amounts into traditional liberal arts programs and relationships between liberal arts and professional programs strengthened (Sagen 1978).

Fifth, competence, to be credible, must eventually be credentialed in work-related settings. The recommended emphasis upon competence is unlikely to have significant effect unless the generalized competencies promoted through the liberal arts can be validated in a range of occupational tasks. Internships will probably remain the most widely used method of demonstrating competence in work settings, but alternative methods of assessment should be developed.

The sixth proposition is perhaps the most complex and the most difficult to achieve. The proposition is that career-related competencies and specialized knowledge must be developed and credentialed at relatively high levels of intellectual functioning if students are to compete successfully for jobs appropriate to a baccalaureate degree. If the liberal arts experience is to continue as the dominant element in the curriculum, it follows that career preparation and the liberal arts must be integrated to a considerable degree and that the career elements must draw heavily on the competencies developed in the liberal arts. For example, if a student majoring in a liberal arts field such as English also takes a career-oriented minor such as business

Too often, internships are constructed to exploit any available work experience and the student is not given the opportunity to demonstrate higher levels of ability.

consulting or introductory courses that fail to draw upon advanced competencies developed through the major, the result will be a student credentialed for career purposes at the level of a two-year rather than a four-year degree. One model for vocational components of liberal arts programs is that of a successful M.B.A. program which draws upon the general competence acquired in the liberal arts and designs the curriculum so that advanced understanding and skill can be developed in introductory courses. Similar planning must guide the development of career-related courses within the liberal arts if they are to be more than low-level skill training.

Additional efforts will also be required to ensure that credentialing reflects the student's true level of competence. Too often, internships are constructed to exploit any available work experience and the student is not given the opportunity to demonstrate higher levels of ability. Internships that credential such abilities will probably involve extended periods of time and will occur relatively late in the student's educational program.

A final basic proposition for successful career preparation is that effective programs require careful though not rigid career guidance and planning for the individual student. As the student progresses through the liberal arts degree, he or she should be aware of the career implications of each educational decision. Opportunities for career exploration through field experience and discussion should be offered early in the program and career advising must be linked with academic advising. Liberal arts programs should retain a high degree of flexibility to avoid locking the student into premature career choices. Career awareness programs and career counseling have probably been the most successful vocational preparation efforts in the liberal arts to date. Our initial analysis indicates that even more attention must be given to such efforts and that they

must be linked more effectively with the rest of the academic program.

Before describing what institutions are doing in response to these concerns, let me offer two caveats regarding the basic propositions. The first is that some colleges and universities will remain relatively untouched by the challenge of career preparation as I have described it. I am by no means proposing a set of universal guidelines. Some of the most selective institutions may remain aloof because their students can be considered initially competent. (An ivy-league dropout is not without credentials.) Others may have differential advantages in placement because of location or community relationships. My only query to those schools that do choose to ignore the problem is whether they are doing the best possible job of preparing students to utilize their talents.

The second caveat is that different institutions should respond to the problem in different ways depending on their traditions, resources, and environment. Some institutions may choose to take advantage of large, nearby employers for internship and placement opportunities. Arts and sciences colleges within comprehensive institutions may explore relationships with their own professional schools, while free-standing colleges may strengthen collaborative ties with other institutions and organizations. Public institutions and colleges with strong religious commitments may emphasize the social service roles inherent in their traditions. Although most institutions will, I predict, pursue the guidelines I have suggested, there is by no means a single "best" approach and other factors will shape the response appropriate to each school.

Stages in Institutional Response

The responses by institutions to the employment situation can be classified into three broad categories and the categories themselves described as a progressive series of changes undertaken as the problem continues. The first response by virtually all institutions has been to expand and improve their career counseling and placement services and to add related programs of career exploration for interested students. This has required relatively few additional resources at most institutions and has had no substantial effect on the academic program.

The second change has been to add internships and other forms of experiential learning through which the student may develop and credential vocational competencies. These activities have generally been viewed as supplementary to the rest of the curriculum, have again involved few additional resources, and as a result have been implemented with relatively little opposition in most cases.

The third response to the problem of career preparation is to modify the formal curriculum through the addition of career-oriented courses and programs and through structural changes that recognize the legitimacy of career preparation as a component of liberal arts education. This obviously is the most difficult change to achieve since it confronts the traditional pattern of the liberal arts experience most directly, and it is admittedly the response having the most potential to subvert the aims of liberal education if undertaken capriciously. Nevertheless, if my analysis is correct, curricular reform is where the problem of career preparation must be solved eventually at most institutions.

Programs of Career Exploration, Career Counseling, and Placement

Career counseling and placement services have constituted the first line of defense and in many cases the only response by the institution as the employment situation for liberal arts graduates deteriorated. These services have generally proven effective in making students aware of the job market and of their qualifications for entering that market and have provided needed skills in searching for employment. Many institutions have designed programs for freshmen and sophomores, to avoid the crisis too often faced by seniors because of inadequate attention to the job market and to their own preparation.

Formal career counseling generally benefits relatively few students. To expand the number served, many institutions offer workshops and courses in vocational exploration. Career seminars and opportunities to interact with visiting representatives from various occupations are now commonplace. Often these programs are designed for special groups such as humanities majors or women interested in management. Several institutions,

such as Earlham College, have expanded services by using advanced students as peer counselors and a growing number of colleges and universities are utilizing nationally based career information and guidance programs such as the computerized SIGI (System of Interactive Guidance and Information) program offered by the Educational Testing Service.

Many students need greater exposure to a range of occupational possibilities, and perhaps more importantly they need the chance to explore and verify their own interests by observing or participating in occupational tasks. Short-term field experiences, for example, permit students to observe or work with practitioners in their field of interest, and a growing number of schools are organizing such programs in cooperation with interested alumni or local volunteers.

The benefits of career counseling and placement may have reached a point of diminishing returns. Many institutions appear to rely too heavily on such services to solve their students' employment difficulties.

Significant improvements have been made in placement services. Many potential job openings, especially in business, do not reach the stage of formal advertisement, and employers in an advantageous labor market do not need to recruit widely. Placement programs emphasizing systematic and aggressive approaches to job seeking have greatly assisted liberal arts students whose formal credentials may not receive the attention given to more specialized graduates and who do not have the contacts within business and industry to be notified as openings may be created and filled quickly. Columbia University gained early recognition in this area and a wide variety of institutions have adopted similar programs.

The benefits of career counseling and placement may have reached a point of diminishing returns. Many institutions appear to rely too heavily on such services to solve their students' employment difficulties. Advocates of counseling and placement

as the sole concession by the liberal arts to vocational preparation assume that the problem is one of lack of information, either by the student regarding the process of finding a job or by the employer regarding the qualifications of liberal arts graduates. My assessment suggests that the current problem is more one of developing and credentialing relevant competencies.

A major weakness of career counseling and advising appears to be its peripheral relationship to the academic program, particularly to academic advising. Some career development officers now spend much of their time working with faculty, advisers, and with faculty efforts to improve the curriculum, but in only a handful of institutions do faculty appear to have confronted the job difficulties faced by their graduates and related these to academic advising. Indeed, lack of understanding among faculty of the employment problem and of possible solutions within a liberal arts curriculum is a major barrier to improving the situation.

Opportunities to explore career interests and to identify and test career-related skills need to be expanded also. Many students are unaware of what job-related skills they do possess or could obtain as undergraduates, and others, never having tested these abilities, are unrealistic concerning their level of competence and employability. Programs in the several professions emphasize early field experience as well as simulation and other exercises designed to identify and promote relevant skills. Programs of career exploration have been expanded and liberal arts institutions, such as Denison University, are developing simulation programs that identify and develop career-related skills, but much more needs to be accomplished in this area.

Internships and Field Experience

Internships provide the best answer to the demand by employers for some formal experience prior to hiring and to the need to credential in a job-related setting the competencies developed within liberal arts education. Internships also offer opportunities to develop many competencies such as supervisory and other interpersonal skills that cannot be easily acquired through formal instruction.

The format of an internship should vary with its function. Early field experiences are generally

Writing skills are . . . receiving renewed attention, but the efforts are often superficial and unlikely to affect many students. Quantitative analysis . . . has received virtually no attention at many institutions.

short-term placements designed to permit exploration of career interests and the initial testing of abilities. Other forms of field experience may stress the acquisition of career-related competencies and must thus include elements of formally organized instruction to be effective. Advanced internships usually credential occupational competencies and thus provide actual work experience and systematic evaluation of performance. Problems occur when the requirements for a particular form of internship are not met, or when several functions are combined inappropriately in a single experience.

Internships can be organized in a wide variety of settings. Some internship programs concentrate on voluntary organizations because the student can be assimilated more quickly and can generally function at a higher level within the organization. Some institutions such as the University of Southern California and the University of Michigan have developed extensive programs to serve the local community while at Stanford University students undertake research and policy studies as voluntary assistants to outside groups. Other institutions have developed internship programs in specialized fields, such as the Scripps College program in the humanities and the Mills College efforts with women preparing for management. Formal programs of cooperative education that alternate periods of work and study offer another possibility, but relatively few liberal arts institutions appear to have availed themselves of opportunities in this area.

It is difficult to develop internship programs on a large scale and smaller institutions experience an initial advantage in their relationships with the local organizations and their ability to place relatively small numbers of students on an informal basis. Colleges such as Cedar Crest have developed impressive internship opportunities in the local

area. As internships are developed, however, the problem for small institutions is one of continually finding students to fill the slots and in the long run small institutions may find it more advantageous to offer at least some internship opportunities through a consortium. Some internship areas, such as federal agencies, require a kind of coordination that few institutions can manage. Organizations such as the Washington Center for Learning Alternatives offer internships in government to students from a wide range of institutions with credit arranged by the student's own institution.

Despite their benefits in developing and credentialing job-related competencies, most internships have not been developed as effectively as they might be. Unless the academic program is designed to prepare for and capitalize on the internship experience, the internship often bears little or no relationship to the rest of the curriculum and thus develops and credentials relatively low-level competencies. Many institutions remain quite ambivalent about internships and other experiential learning opportunities and have either failed to relate such experiences directly to the academic program or have saddled the experience with unreasonable academic requirements such as independent research in an action setting. Internship programs have often neglected the credentialing function except for a vague letter of recommendation that is of little use to the student in securing employment. More systematic methods of evaluating student performance in internships must be developed and here the efforts of Council for the Advancement of Experiential Learning and other groups interested in credentialing experiential learning should be of major assistance.

Some institutions fail to adequately supervise internship programs and to prepare personnel in the host organization to supervise and work with the student. Other programs have been unrealistic in their expectations of what the sponsoring organization will provide or what the student may or may not do within the internship experience. As increasing numbers of students participate in internship programs, sponsoring organizations will critically evaluate the amount of resources that can be devoted to such experiences. It appears likely that the experiences with student teaching and other large-scale internships will be repeated. Most sponsoring orga-

nizations will not actually offer instruction, and the student will be expected to provide service in return for the internship opportunity.

Changes in the Curriculum

The foundation of the liberal arts experience has been the pursuit of the arts and sciences as subjects worthy of study in their own right and as avenues to the attainment of humane qualities of person. Liberal arts institutions have thus been understandably reluctant to alter that experience to promote additional goals such as improved employment. Increasing numbers of colleges and universities, however, are accepting career preparation as a legitimate component of liberal education and there appears to be a strong trend toward curriculum changes in this direction. These changes are by no means widely accepted and the curriculum has now become the focal point of the debate over career preparation and the liberal arts.

Changes in curriculum can be divided into substantive changes involving the addition of new courses and programs and structural changes such as the return of the academic minor designed to organize career preparation more formally. Some colleges have achieved significant improvements by placing more emphasis upon certain areas of the liberal arts and by adding a limited number of courses aimed directly at employment. The experience of Beloit College illustrates what can be accomplished within an institution committed to the liberal arts. Several years ago Beloit, under a grant from the National Science Foundation, compiled information about its graduates and sent science faculty to interview prospective employers about Beloit students. Although the survey produced no radical changes, it did, for example, determine that increased emphasis should be placed on writing, that some work in accounting should be reintroduced, and that modifications should be made in the physics curriculum to reflect the fact that baccalaureate-level majors function primarily as engineers, not as physicists. These findings are consistent with the general findings from College Placement Council's survey of employers which revealed that job opportunities in business will remain open to liberal arts graduates if those graduates are willing to gain some knowledge of economics and business and

some competence in analytical tools such as accounting (1975).

Two significant omissions in these efforts to strengthen existing programs are the lack of emphasis upon certain basic competencies, particularly mathematics, and the failure to consider the common career-development needs of undergraduates as a possible component of general education. Writing skills are, of course, receiving renewed attention, but the efforts are often superficial and unlikely to affect many students. Quantitative analysis, the "critical filter" for so many career opportunities has received virtually no attention at many institutions. In the current debate over general education, little thought has been given to the fact that virtually all graduates will pursue a career and that certain dimensions of career preparation might legitimately be considered as part of general education. Surely an understanding of the economic system and of the nature of business and political organizations and processes should be part of a general education for those who will exercise authority either as professionals or as leaders of society.

The addition of selected vocationally oriented courses is an important step and not without potential difficulty. It may represent the limits of change for some colleges. A growing number of institutions, however, are, in addition, modifying the structure of the curriculum to incorporate more formally designated occupational programs. The three structural changes most commonly found are: (1) career concentrations within traditional liberal arts majors, (2) interdisciplinary career-related programs offered in addition to the major, and (3) the reintroduction of the academic minor as an option.

The addition of career concentrations within disciplinary majors permits vocational courses to be added at a high level of competence because they draw upon both the generalized skills and the subject matter knowledge developed in the major. Such concentrations appear to be most common in the social sciences where public administration, personnel administration, criminal justice, and social work concentrations can be found in political science, psychology, and sociology respectively. Concentrations in other disciplines, such as technical writing within English and computer science within mathematics, are available also. The obvious weaknesses in this approach are first, that the concentrations

may actually represent attempts by marginal institutions to offer professional programs without having the necessary resources; and second, that the career concentration may dominate the major and thus prevent accomplishment of broader liberal arts objectives.

Interdisciplinary programs have also been developed in several areas relevant to career preparation. Although these programs generally promote other liberal arts aims, vocational preparation is usually one objective. Interdisciplinary programs are offered most often in addition to the major, but institutions are creating majors in the same fields. Typical programs include policy studies, management studies, environmental studies, and human development. Programs are most often found in smaller liberal arts colleges and generally represent quite effective uses of interdisciplinary resources. The danger, of course, is that such programs may be integrated only in the catalog and may actually stress subject matter coverage rather than the competencies implied in the program designations.

A structural change having significant potential implications is the return of the academic minor. Although the minor allows students to verify advanced mastery of liberal arts subjects in addition to the major, the not-so-hidden agenda is to permit liberal arts students in comprehensive institutions to benefit from advanced instruction in professional programs such as business, public administration, and engineering. The return of the minor should substantially benefit both liberal arts and professional education by establishing closer programmatic relationships and interests. One consequence will be distinct advantages in the career preparation of liberal arts students within comprehensive institutions.

As in the case of concentrations within the major and interdisciplinary programs, a primary task of the minor will be to credential competence at a relatively high level. This in turn will depend upon the functional relationship established between the minor and the generalized competencies and specialized knowledge acquired in the major. In most instances this relationship appears not to have been achieved except where the major and the minor share a common knowledge base, as in the case of economics and business.

At least two additional topics merit more at-

tention: The first is improvement of instruction; the second is the issue of introducing occupational and professional majors into formerly single-purpose liberal arts colleges. If liberal arts education becomes more competency-oriented, as I have suggested, then many of the skill-oriented techniques such as computer-assisted instruction and other forms of simulation should be widely adopted within the liberal arts. I had earlier thought that competency-based education itself should be of considerable assistance to career preparation within the liberal arts. At present, however, competency-based efforts within the liberal arts have barely identified broad competencies and begun the development of assessment techniques. Until such assessments themselves can be validated in job settings, employers are unlikely to readily accept the graduates of competency-based programs.

The danger of introducing occupational programs of any kind is that they may attract narrowly vocational students and faculty and thus change the character of the institution.

The issue of introducing occupational and professional majors into previously single-purpose liberal arts institutions is complex. Some institutions, such as Antioch, Lafayette, and Oberlin, have done it quite successfully for some time; others have been obvious failures. Whether an institution is primarily liberal arts or vocational depends not so much on the programs offered as on the attitudes and values of students and faculty. The danger of introducing occupational programs of any kind is that they may attract narrowly vocational students and faculty and thus change the character of the institution (Feldman and Newcomb 1973, cited in Sagen 1978). Nevertheless, several essentially professional fields, such as management and organizational studies, policy studies, human development, and computer science, have developed rich bodies of knowledge worthy of study in their own right that would qualify as liberal arts as well as professional

programs if properly designed and implemented. Teacher education has been highly successful at some institutions where it has been closely linked to the liberal arts and not allowed to develop as a narrow technical specialty. Other professions, such as nursing and social work, can be developed in the same fashion if liberal arts faculty, in particular, are willing to make the effort to relate to and guide the development of the program.

Conclusion

As I indicated at the outset, these remarks are simply designed to stimulate discussion of an important topic. I have suggested that the labor market will continue to be characterized by an oversupply of college graduates and by a continued emphasis upon specialization. Liberal arts education should continue to be a viable method of career preparation in this market provided liberal arts graduates can demonstrate a high level of relevant, generalized competencies and a moderate amount of specialized expertise required for entry-level positions. The formal curriculum, rather than career counseling and placement and experiential learning, will probably be the focus of concern in the future and a variety of approaches to career preparation appear feasible at this point.

How effectively liberal arts institutions respond to the challenge of career preparation will determine in large measure the future of liberal learning. Capitulation to narrow specialization will deprive both the individual student and society of the humanizing influence of the liberal arts. Rejecting career preparation as a major goal, however, will result in desertion of the liberal arts by our most promising students, who are striving to fulfill their potential as human beings through productive and meaningful careers. The challenge to educational leadership is to unite the liberal and the practical in a more effective pursuit of each as a worthy aim of human achievement.

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Creating a Career Preparation Program

John J. Agria

Many good career preparation programs at liberal arts colleges have floundered because of lack of attention to the process of involving faculty in implementation. It is my contention that this process is best approached as a political process—in other words, adequate attention must be paid to who gets what, when, and how. It benefits from the application of several concepts not yet commonplace in higher education, specifically the “salami technique,” the “something-for-everybody casserole” and the “fuzzy-headed way to success.”

This is a case study of faculty involvement in the career preparation of liberal arts students at Alma College, a small private college in Michigan. The career preparation program at Alma, in brief, is a comprehensive and integrated approach to career awareness requiring a significant commitment on the part of the faculty. The objectives and expectations for faculty include:

1. Gain greater knowledge concerning application of their disciplines.
2. Develop ability to assist students in evaluation of skills and personal characteristics.
3. Establish working relationships with colleagues in industry, government, private enterprise, professions, and other sources of potential employment for students.
4. Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs.
5. Increase faculty utilization of classroom consultants from the world of work.
6. Increase faculty ability to help students design individualized programs of study that are career oriented and academically rigorous.

7. Develop and support departmental career information centers.
8. Encourage alumni to help students in career planning.

How then do you succeed in involving faculty in career preparation? The answer in a nutshell is this: To get faculty members involved, and keep them involved in the program, each participant must get something of value to him or her out of it, such as monetary rewards, recognition, or a sense of accomplishment. Specifically, the steps in getting faculty members involved are these:

Recognition of needs. An initial step in getting faculty members involved in the career preparation program was the identification of needs—individual, instructional, and societal, that could be met by the college and the individuals within it in a way consistent with the college's traditional mission and the biases of those individuals. At Alma, the identification of needs began, at least explicitly, at a faculty conference in 1975. The theme of the conference was “Developing the Career Potential of the Liberal Arts.” Its tone was low-keyed and non-threatening: No outside consultants were involved—the faculty simply spent a great deal of time talking to one another about student advising and career counseling. Pre-professional faculty advisors—pre-engineering, pre-medical, pre-law, etc.—served as catalysts and recorders for informal discussion groups. In addition, a panel composed of a college senior, a prospective freshman, the parent of a student, and the personnel director from a major local industry, discussed with the faculty as a whole what each expected from a college education. In brief, the panel members agreed that a college education ought to provide basic skills and knowledge transferable to the world of work.



John J. Agria

Based on the reports of the discussion groups, the participants generally felt that the faculty as a whole had responsibility for career counseling, but needed the support of an expanded counseling office including much more information about career opportunities, especially in fields other than their own. Anxiety was expressed about career counseling, but the faculty members clearly felt a need, were asking for help, and were ready to accept it in meeting that need.

Ownership in solutions. The faculty also made several concrete suggestions for developing the career potential of the liberal arts. Building these suggestions into the career preparation program, along with opportunities for faculty input into program planning, gave faculty a sense of ownership, a critical step in winning their support.

Adhering to accepted values and practices. To help assure faculty support and involvement in career preparation, the program's goals and activities were based on existing missions and on-going programs—weaving the threads of the past to meet the demands of the present in order to endure in the future. Specifically, the program was designed to be philosophically compatible with overall traditional institutional goals, goals to which most of the faculty were strongly committed. Every effort was made to demonstrate and remind faculty of the compatibility of the program objectives with the formal statements of institutional mission. We maintained that career preparation and liberal education raise the same perennial question: The basic question with which students and faculty are confronted in a career preparation program—"What does it mean to be me?"—is but a variation of the traditional question addressed by a liberal arts curriculum and faculty—"What does it mean to be human?" Moreover, program components were based on existing activities such as pre-professional advising, practicums (internships), programs of emphasis (student-designed majors), and the one-course May Term.

Incremental changes. All changes were incremental: Tried and tested programs were changed marginally, one step at a time, and given an overarching direction. This is the "salami technique." Rather

than ask for a whole salami, you ask for it one slice at a time, eventually getting the whole salami. In this way few vested interests were threatened and resistance to change was minimized. We started with a few volunteer faculty, pilot groups of students, and, in general, a very low profile.

Allowing for diversity. Critical also in maximizing faculty support and involvement was making the program flexible and encompassing enough to meet the diversity of individual faculty needs, including needs that were diametrically opposed. It is this characteristic of Alma's career preparation program that reminds me of the "something-for-everyone casserole," a casserole we serve frequently at home in which all members of the family, who have very diverse likes and dislikes, can find at least one thing they like to eat and can leave the rest behind. For the traditional guardians of the liberal arts on our faculty, the career preparation program was seen as a way of preserving the traditional liberal arts by making students with a liberal arts education much more marketable without introducing technical courses into the curriculum. For the pragmatists on the faculty, the program was seen as a way of adapting the liberal arts to societal needs and the changing market for the college-educated. As is common in politics, a lack of clarity about specific goals is an effective strategy in building broad coalitions or, in other words, the "fuzzy-headed way to success."

Administrative support. Administrative support for the program was essential in assuring faculty responsiveness from the outset. Alma's president made it clear that the program had firm administrative backing. This support did not take the form of "Do it or else"; instead, the president indicated that the administrative staff stood ready to put its effort behind the faculty's career preparation program.

Multiple successes. Maintenance and expansion of support by the faculty for the program hinged on the inclusion of many sub-objectives—objectives that could be met with reasonable effort in the short run. In this way many little successes were guaranteed along the way, and perhaps more importantly, the opportunity for staff and faculty to share success stories, stories that like fishing stories grew in the

Interestingly, it is important to avoid too much success too soon, in order not to threaten those whose support you have won because they felt the program would not make much of a dent in business as usual.

telling. Shared were stories about practicums leading directly to high-paying jobs, faculty contacts leading to paid consultancies, and so forth. Interestingly, it is important to avoid too much success too soon, in order not to threaten those whose support you have won because they felt the program would not make much of a dent in business as usual.

Material and non-material rewards. Monetary rewards in the short run and non-material rewards in the middle and long run were also essential in sustaining faculty support for the program. Faculty members received stipends for participating in career development workshops, travel allowances for visiting practicum sites, etc. Non-material rewards included visibility for individual faculty members, and professional contacts, sometimes leading to consultancies, and other professional opportunities. Individual and institutional recognition were essential in developing a feeling of individual and institutional self-worth. Recognition of Alma College as a national model for career preparation contributed much to a general sense of well-being. Faculty professional development and evaluation were modified to encourage faculty involvement. Practical experiences outside of teaching and research were added to the list of legitimate and college-supported professional development activities for faculty, including sabbatical leaves. For example, a professor of English literature, instead of spending a leave writing a novel, worked in a public relations firm. Faculty professional travel allowances were shifted in part toward developing work experience sites for students. An increasing amount of time in faculty conferences and workshops was set aside for the development of counseling skills. In faculty evaluation, participation in career education activities was added to the list of faculty achievements taken into consideration in salary, tenure, and promotion decisions.

Momentum. Maintaining momentum was important in cementing faculty commitment to the program and at the same time openness to change. As objectives were met we moved on quickly to the next ones. Our successes were not laurels to rest on but springboards to the next programmatic thrust in the never-ending effort to keep the college on the cutting edge of higher education.

Institutional vitality. A colleague of mine from another institution experiencing declining enrollments and morale expressed amazement to me that Alma freely shared information about its career preparation program with other institutions, including his own. He correctly observed that the materials and assistance would enable his institution to develop in six months (at least in appearance) what Alma developed over four years and is still in the process of developing.

Before he was able to conclude that Alma was motivated by blind generosity and his institution would be the better for Alma's largess, I quickly tempered his enthusiastic gratefulness by pointing out that Alma would be less inclined to share its program if the faculty and staff thought for one moment that they would be resting on it as it was two to three years down the road. I told him that the program was evolving, that the faculty were in the process of building it in and building on it for the years ahead.

I told him that his institution needed more than just a list of strategies for implementing a career preparation program. It also needed to develop a high level of "institutional vitality" or "good institutional mental health" such as characterized Alma as it entered the '80s. Defensiveness and defeatism had to be replaced by a strong sense of individual and institutional self-worth, a historical perspective, a vision of the future informed by that perspective, and the essential momentum and know-how to achieve that vision—politically—step by step.

Career Advising for Liberal Arts Students

David R. Hiley

Because of greater career concerns among students and the general reduction in employment opportunities, the state of liberal arts education has been increasingly influenced by the state of the economy. We have witnessed declining enrollment in many liberal arts colleges and the migration of students from arts and sciences to business and technical schools in many universities. Students who remain in liberal arts programs still face a difficult transition to the work world. More than ever, a liberal arts education is considered a luxury.

To counter this image of liberal education, the Association of American Colleges has set as a priority the improvement of public understanding of liberal learning. Part of that effort is directed to the examination of the connection between liberal learning and work. To determine how responsive colleges and universities have been to the career interests of liberal arts students, AAC conducted a survey in May 1981 of its 600 members, which include traditional liberal arts colleges, multipurpose universities, community colleges, and research and professional institutions. Surveys were mailed both to academic officers and career counselors, and responses were received from 214 institutions—64 percent of the responses were from four-year colleges, 30 percent from universities, and 6 percent from community colleges.

The survey sought to identify programs for liberal arts students in the following areas: internships and cooperative education programs; career development courses; programs that combine a liberal arts major with a career-oriented concentration or minor; job search workshops, career day programs and conferences; activities involving

faculty in career advising; and the use of alumni networks to assist students in job exploration. Though the primary purpose of the survey was to identify innovative programs, some useful general information emerged.

It is clear from the survey that internships and cooperative education programs are the most common means of relating education and work. Of the 214 institutions responding, 91 percent made some form of internship experience available to students. The types of programs varied widely, from those directly related to the student's undergraduate major to self-designed, noncredit work experience administered by career service offices.

Most institutions provide career planning and job search assistance—89 percent of the universities and 95 percent of the four-year colleges offer workshops on resume writing, interviewing, and career development. Of the universities reporting workshops, however, only 11 percent offered sessions specifically designed for liberal arts students. A similar pattern emerged with career day programs, panels, and conferences. While 67 percent of the universities reported such activities, only one-fourth were specifically directed to liberal arts students.

Four-year colleges, especially liberal arts colleges, have been more active than universities in using their alumni to assist students with career exploration and job hunting. Forty-seven percent of the four-year colleges and 30 percent of the universities employ some form of alumni network. These vary from card files to computer lists cross-referenced by occupational title and geographic region. Some institutions also use their alumni to give students mock interviews or place students with alumni for short periods in "career shadow" programs.



David R. Hiley

Approximately one-third of the colleges and universities offer career development courses for academic credit. Though the amount of credit varies and a few institutions offer a sequence of career development courses, the typical course offers one hour of credit.

Only six of the institutions surveyed have developed programs combining liberal arts majors with career-oriented concentrations or minors. Many institutions allow liberal arts students to minor in business but very few know how many, if any, of their liberal arts students take business courses.

Finally, while most respondents indicated their institutions considered career advising a part of the academic advising role of the faculty, most also indicated that they did not know to what extent and with what success faculty were actually involved in career advising. While most academic deans expressed confidence that all of their faculty are involved in some career advising as a part of their academic advising, career counselors often responded that:

We have tried to provide job supply and demand information to our faculty to be used in academic advising. If and to what extent this is used is up to the individual faculty member.

We try. Success is limited because our faculty are very diverse regarding comprehension of and philosophy about career planning. Some few encourage and support it; others think it inappropriate.

It is difficult to involve faculty in career advising. Most have limited understanding of career options open to students in their area.

Are you kidding?

Only 18 percent reported any formal activities involving faculty in career advising, and this involvement usually amounted to faculty advising of pre-law and pre-medical students.

The Need for Faculty Involvement

The lack of formal faculty involvement in career preparation of students is particularly disturbing since they are in the best position to encourage students early in their education to relate their stud-

ies with their life goals and to begin to explore career options. Unfortunately, faculty are also in the best position to prevent that exploration if they convey an attitude of indifference or hostility to career planning and to the nonacademic world.

The reasons most often given to explain why liberal arts students have difficulty getting first jobs after graduation are that they have no specific career goals, they lack job-entry skills, and they wait too long to begin career considerations. A Pennsylvania State University ad hoc committee report, *Placement Services for Nontechnical Students* (1981), explained, for example, that

history, psychology, or biology students may have enjoyed their majors but often are unable to translate their academic background into specific career goals. This obviously is not a difficulty for graduates of business or technical fields. . . . Most technical majors, for example, have career goals which are almost built into their academic programs while psychology, biology and history students are often unclear of their vocational options following graduation. Indeed, it is not uncommon to find many seniors in nontechnical majors who cannot communicate any specific career options following graduation.

This lack of career direction becomes evident in employment interviews. A typical scene reported by career service personnel and recruiters involves the liberal arts student who expresses an eagerness to work but does not know what he or she is qualified to do. An equally common scene shows the liberal arts senior who, in a panic, finally discovers the career service office. A similar point is made in a 1975 paper by the College Placement Council which attributed the difficulty liberal arts students have getting their first jobs to a lack of awareness of employment options they could pursue. "Some students take a passive attitude and procrastinate until late in the senior year before giving serious consideration to post-college plans, and most have no skills of interest to employers" (p. 3).

Faculty are in an especially good position to offset these difficulties. Their role as career advisors and their liaison with career service personnel are crucial. Beginning career considerations early remains at the top of the list of advice career counselors give to liberal arts students. In the classroom

and through academic advising faculty can assist liberal arts students in exploring the purposes of their education, in seeing the connection between education and work, in beginning to set personal goals, and in planning intelligently for the future. A common recommendation for improving career services is to involve those who have the greatest influence on students—the faculty.

The Liberal Arts and Vocationalism

Recent interest in the career value of a liberal arts education has been met with cynicism and with a charge of “rampant vocationalism.” Implicit in both the charge and the cynicism is the belief that a concern for careers represents a departure from the traditional liberal arts education, a departure brought about by financial pressures rather than by examination of educational philosophy. Certainly, much of this recent concern is a result of declining enrollments in liberal arts programs, but those concerned must remember that the liberal arts education of the 1960s and 1970s was vocational in a more restricted way. In those years graduate programs were growing as increasing numbers of liberal arts students continued their education past the baccalaureate degree. As a result, the undergraduate curriculum during the 1960s and 1970s became increasingly specialized to prepare students for graduate and professional schools.

This turn away from general education requirements is summarized by Frederick Rudolph, who concluded that “by 1976 concentration was in charge of the curriculum. A survey of curricular developments and course selection for the period from 1967 to 1974 confirmed persistent trends—increased specialization, choice of electives in the field of concentration, the increase of electives at the expense of general education but not at the expense of majors” (1978, p. 48). Not only did the number of courses required for completing the liberal arts major increase—and usually at the expense of educational breadth, a traditional virtue of the liberal arts—changes in the requirements for the major were often dictated by admission requirements in graduate and professional programs.

Now, as a result, many liberal arts programs are designed primarily to prepare students for legal, medical, and academic careers. These obvious ex-

amples of vocational preparation cause one to consider the side effects of these curricular changes as they concern liberal education and career preparation. While liberal arts education has been praised for providing a broad education in the humanities, social sciences, and natural sciences, and while liberal arts faculty have criticized professional schools for their narrowness, it is not at all unusual for a history major to graduate without a course in physics or a chemistry major without a course in philosophy or literature. Advocates praise liberal education for providing general communication and analytic skills, but students in the humanities often lack coursework in quantitative analysis and psychology majors can graduate with only minimal preparation in oral and written communication.

As the major increasingly has become specialized preparation for graduate or professional education, faculty advising usually consists of suggestions for entering graduate school, law school, or medical school.

Second, the increased specialization of the liberal arts major has contributed to the idea that there must be a direct connection between a student's academic concentration and his or her career. This assumption has contributed, at least indirectly, to doubts about the value of a college education. James O'Toole and others categorize a person as underemployed if he or she enters an occupation different from the college major; O'Toole (1975) found that a significant number of recent college graduates, as high as 80 percent, are underemployed by this standard. (For a criticism of O'Toole's research, see Bisconti and Solomon 1976). It is not surprising, then, that underemployment is a common problem attributed to liberal arts majors.

Both faculty members and career counselors have advanced this assumption. As the major increasingly has become specialized preparation for graduate or professional education, faculty advising usually consists of suggestions for entering graduate school, law school, or medical school. Similarly, career counselors often advise students on the basis

of major. The AAC survey gathered materials provided to students by career counselors. One listing of career options for philosophy and theology majors suggested the following: theologian, religious brother/sister, philosopher, school/college chaplain, church secretary, clergyman, welfare worker, missionary, military chaplain, teacher, rabbi, social worker, lay church worker, anthropologist, writer. While this list may be more narrow than most, it is a clear example of the notion that career choices must match the major. Such stereotypical thinking results either in students allowing the current job market to dictate their educational choices, or in graduates becoming dissatisfied when faced with the prospect of taking jobs outside their undergraduate major.

To express interest in the relation between education and work is not to turn away from the traditional value of liberal arts education. Instead, it is a return to the much older idea that liberal arts education provides students with broad knowledge and skills useful in whatever occupations they enter. The notion that one judges the quality of a liberal arts program on the basis of graduate school admissions, or that one measures the value of a liberal arts education by the extent to which a graduate's occupation is directly linked to the major, should be rejected. When jobs were plentiful and when graduate school was a realistic option for our students, faculty could be less concerned with students' employment prospects. To respond effectively to the needs of today's career-oriented students and to meet the charge that a liberal arts education is a luxury, faculty must become actively involved in meaningful career advising.

Barriers to Faculty Involvement

Philosophical as well as practical barriers have prevented effective faculty participation in career advising. On most campuses academic and career preparation are both conceptually and organizationally distinct. Rarely do teachers include career preparation as part of their academic responsibility; career counseling is considered much like the campus health service—merely an extra service the college provides. The result is misunderstanding between the faculty and career service personnel: Faculty often view the career service office merely as a job placement bureau, and career service person-

Because liberal arts faculty do not aim at preparing students for specific vocations, they fail to impart the idea that students are acquiring valuable career-related skills.

nel interpret this misunderstanding as a lack of concern for students' futures. It is essential, however, to see that we all share a common purpose—the preparation of students for purposeful living.

The conceptual separation results in a failure to make explicit the relation between liberal arts education and work. The point has recently been made by Ernest Boyer and Arthur Levine in *A Quest for Common Learning*, that “work choices are exceedingly important in our lives yet colleges fail to help students explore, with care, the meaning of vocation” (1981, p. 30). While nearly every institution responding to the AAC survey reported workshops on resume writing and interviewing available to their students, slightly over 30 percent offered career development courses for academic credit and only a handful of these were designed to explore the nature of work or the place and value of work in a philosophical, historical, or social context.

This failure to give serious consideration to the relation between education and work results from several confusions that invariably enter any discussion of the career value of liberal arts education. Because faculty believe, and wish to impart to students the belief that a liberal arts education is valuable for its own sake, they often impart the idea that liberal arts education and career preparation have mutually exclusive goals. Because liberal arts faculty do not aim at preparing students for specific vocations, they fail to impart the idea that students are acquiring valuable career-related skills. The result is that those students who are career oriented feel they must opt for a business or technical education if they wish to prepare for careers.

Advocates of liberal arts education—especially liberal arts faculty—have not been sufficiently successful in persuading students that a liberal arts education is intrinsically valuable and utilitarian as well. Thomas Green has observed that “if we are to

understand the relation between education and work we need to make a sharp distinction between work and job" (1977, p. 42). Work is meaningful activity done with purpose. In preparing students for careers we are preparing them for a life of work. In this sense, career preparation is a part of the traditional goal of liberal arts education—the preparation of individuals for purposeful lives.

We need to make explicit to students and to potential employers the fact that a liberal arts education is especially suited for developing important work-related skills and abilities. Because it is not the role of a liberal arts education to provide specific skills required for a particular job, we sometimes forget that it does provide other important skills. Faculty are usually primarily concerned with the content of their classes, forgetting that in the course of studying history, or designing a physics experiment, or reading philosophy or literature they are developing work-related abilities. James O'Toole suggested that

in a job environment dominated by change, these will be marketable skills: the ability to understand one's relation to one's environment, to control the elements of one's life, to understand one's self, to be sensitive to others and to nature, to be able to synthesize and analyze issues and problems, to be adaptable, flexible and curious, to be able to communicate and to lead. . . . Historically, the people most able to adapt to the vicissitudes of social life have been the liberally educated, for whom learning has always been a way of life (1977, pp. 146-47).

If we fail to make clear this aspect of liberal arts education, students will probably have difficulty understanding and articulating the skills they have when approaching prospective employers.

While the present generation of students may be more career-oriented than students of the '60s, in reality they are making educational choices on the basis of what it takes to get their first jobs. The general skills acquired and refined through a liberal education, however, are just the skills most consistently associated with long-range career success. George O. Klemp, for example, has studied successful individuals in a wide range of occupations and professions and has demonstrated that cognitive skills, motivations, and interpersonal skills contribute most to superior performance. Klemp's most

consistent finding was that "it is neither the acquisition of knowledge nor the use of knowledge that distinguishes the outstanding performer, but rather the cognitive skills that are developed and exercised in the process of acquiring and using knowledge" (1977, p. 103).

In an especially interesting extension of Klemp's findings, Arthur Chickering has recently suggested a "striking agreement" between Klemp's analysis of factors for success and the qualities Cardinal Newman attributes to liberal education in the *Idea of a University*. Chickering concludes that "this agreement strongly supports higher education's traditional response concerning liberal education and preparation for work. Can liberal education and preparation for work be separate? Is it possible to address one major purpose effectively without addressing the other: the answer is clearly 'No' " (1981, p. 12).

Content acquisition and skills acquisition are not mutually exclusive. What liberal arts students most often lack are not skills but the ability to relate their education to the requirements of work. We must be realistic, though; even if the general skills developed are made explicit, liberal arts students often do lack certain job-entry skills. Students should not be forced, however, to choose between a liberal arts education and business or technical programs in order to acquire short-term entry skills. Usually an intelligent selection of elective courses can make up any deficiencies. In a survey conducted at Central Washington University of employers selected from the *College Placement Annual*, 80 percent of the employers indicated that employment and career opportunities for nonbusiness majors were enhanced with some coursework in business administration, economics, statistics, or computer science (Gulezian 1978). This observation points again to the need for liberal arts students to begin career consideration early, as well as for liberal arts faculty to appreciate the connection between academic and career advising.

Of the practical barriers to faculty participation in career advising, three are worth noting. First, career counseling and academic functions are by tradition organizationally separate, contributing to a lack of functional connection between academic and career preparation and a lack of communication between the faculty and career service person-

nel. David Drum and Howard Figler have suggested that the counselor's purpose "has traditionally been to solve problems that are not solvable in the academic setting; hence, he stands clearly outside the mainstream of the academic community" (1973, p. 30). Originally, counselors were brought to campus to deal with specific problems—psychological, academic, occupational—that some students experienced; they were not initially concerned with the general development of all students. While the role of the counselor has evolved, the image of the counselor in academic quarters remains the original one, especially in the case of career service programs,

Faculty often have only a limited appreciation for the range of occupational options available to students, and are therefore ill-equipped to offer career advice beyond occupations traditionally associated with their disciplines.

which began as placement bureaus for graduating seniors, and only recently have evolved into comprehensive career development programs. Where once the main responsibility was to arrange on-campus recruiting, now increasing numbers of career offices are offering sequences of career development activities designed for the full four years of a student's education. Because of peripheral status and organizational separation, however, they have had little success in gaining support from academic administrators and in encouraging participation by faculty.

Second, faculty often have only a limited appreciation for the range of occupational options available to students, and are therefore ill-equipped to offer career advice beyond occupations traditionally associated with their disciplines. Further, they are not prepared by their own job search experiences to assist students who seek nonacademic jobs. The curriculum vitae is quite unlike the resume. Academic jobs are conveniently listed in association bulletins, while many jobs students seek are not listed anywhere. Initial faculty interviews are

conducted at association meetings with major professors nearby to lend support; students must make the rounds of personnel offices. Some faculty may be lucky enough to have to decide between teaching their academic specialties at one college or another, but rarely must they choose between different types of occupations. They may thumb through a particular department's course descriptions before visiting the campus, but they seldom need to know how to research an organization in preparation for an interview. A teacher is not normally required to justify the relevance of his or her education to the requirements of the job, but a liberal arts student must explain how a major in history has prepared him or her for a position in a bank.

Not only are faculty unprepared by their own experience, but they often harbor misconceptions about business. It is not surprising, then, to find little faculty participation in career advising beyond the traditional and the perfunctory.

Third, there has rarely been adequate administrative support or incentive to encourage career advising as part of faculty development and evaluation. Generally, interested faculty must be willing to take on career advising as an extra activity; it is seldom an option in lieu of other responsibilities. Because successful career advising depends on improving faculty understanding of counseling as well as career options, it will require time and training. Without appropriate administrative support, it is unlikely that faculty involvement in career preparation activities will increase.

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61 Career Preparation Programs For Liberal Arts Students

Comprehensive Programs

Liberal Arts Career Development Program Montana State University

The College of Letters and Science and the University Career Planning and Placement Office created the Liberal Arts Career Development Program with four objectives: to involve liberal arts students in a career development process as early as possible, preferably in the sophomore and junior year; to extend existing career development programs to liberal arts students; to provide additional and specialized career advising and planning assistance to students in the College of Letters and Science, where most liberal arts and humanities students are located; and to create and maintain an array of incentives for liberal arts students, faculty, and potential employers that will sustain a balance between the durable values of a classic liberal arts education and the contemporary imperatives of career preparation. Through a combination of university and Northwest Area Foundation grant resources, the Liberal Arts Career Development Program seeks to accomplish these objectives through internships, a resource center, and workshops.

Liberal Arts Career Internship Program. Each academic quarter the program matches 15–20 sophomore and junior liberal arts majors with professional internship positions in government, business, and volunteer host organizations throughout Montana and the Northwest region. Twelve quarter hours of academic elective credit are awarded on a graded basis for the 10-week internship. Evaluation is accomplished through faculty site visitation, host supervisor evaluation of performance, pre- and post-internship papers, and the intern's weekly goal setting and progress review report. Internship opportunities include: public administration positions with city, county, and state government and quasi-governmental agencies; public relations, and communications internships with private firms; arts management internships in galleries, orchestras, museums, and historical societies; and social

service internships with public welfare agencies and volunteer social service organizations. More than 150 professional internship positions have been developed.

Liberal Arts Career Resource Center. Typical services include direct planning assistance, resumé preparation instruction, job search strategy guidance and referral advice to other components, the Alumni Career Resource File, and the Career Workshop Program. The Career Resource Center also conducts an on-going advertising and letter-writing campaign aimed at all sophomore and junior liberal arts majors, alerting them to the career planning opportunities available through the program.

Career Planning Workshops. Career planning workshops are conducted each year focusing on clarifying career expectations, job search strategies, and systematic career planning. The workshops, open to all students, are required for participation in the internship program. Workshops for liberal arts faculty members are also conducted to maintain their involvement in the integration of career development, especially internships, into the curriculum.

Evaluation. To assess the overall value of the career development services, the Center in 1981 surveyed the first group of liberal arts graduates who participated, as interns, in the program. The respondents' general evaluations of the program were uniformly favorable, and they considered their experience to be a critical event in their undergraduate education. Other evaluations have shown that the internships and workshops have increased students' career planning abilities.

Contacts: Kenneth L. Weaver, liberal arts career coordinator, Department of Political Science, Montana State University, Bozeman, MT 597170; 406/994-4141; and Mark G. Haviland, assistant director, Career Planning and Placement, 406/994-4353.

Comprehensive Career Preparation Program Furman University

1. Careers and Values: An Interdisciplinary Seminar—Forum Program for Future Professionals. In 1981, under a Project QUILL grant, Furman developed a pilot program combining an honors seminar on careers with an open

forum. Designed by faculty members from economics/business, English, and philosophy departments, the sophomore-level honors course was created for students planning to enter business upon graduation. A complementary series of forums for the college and local community dealt with the practical concerns of a career in the corporate sector.

2. *Internship Program.* Evolving from a cooperative education program, the six-year-old internship program offers humanities majors flexible, short-term experiences providing students help in defining their career goals. The Office of Intern Programs also works with faculty to design "shadow days"—a one-day experience shadowing a professional in the career area of the student's interest. In addition to shadow days, there are term-long, part-time internships, usually non-credit, as well as summer programs developed through alumni and government agencies.

3. *Job Location and Development.* Furman's Job Location and Development office finds short-term, part-time, and summer employment for students. It publishes an annual listing of summer employment opportunities, particularly in resort areas with names, addresses, salaries, and living possibilities for students. The office identifies part-time employment possibilities in the campus area and helps students to present themselves effectively for interviews.

4. *Humanists in the Working World.* Six humanities faculty members pursued non-academic internships during the summer of 1979 under a Project QUILL Award and a National Endowment for the Humanities grant. With humanities graduates, they reported back to the university about the skills of liberal arts majors as they apply to nonacademic positions. The nonacademic internships included a French professor writing radio scripts for National Public Radio, an English professor working in public relations for a textile company, and a political scientist serving as an assistant solicitor. The experiences provided professors with an understanding of the value of internships for students, helped them serve as career advisers for students, and renewed their appreciation of the pragmatic value of liberal learning.

5. *Executive Week.* Each year since 1978, six local business leaders are selected to be "in residence" on the college campus for a week. Although they serve as lecturers in their area of specialization, they also attend humanities courses such as *The Roots of Western Culture*, *Ethics*, and *The American Presidency*, doing homework assignments with students, taking quizzes, and entering into class discussions. They also participate in the extracurricular life of the college. Leaders engage in a roundtable discussion with faculty and selected students on topics such as corporate social responsibility. Students organize the program and serve as hosts for the business leaders.

Contacts: For programs 1, 4, and 5, Judith Gatlin, director of education services, Furman University, Greenville, SC 29613; 803/294-2222. For program 2, Lydia Arledge, director of intern programs, 803/294-2184. For program 3, Jenny Sharpe, job location and development specialist, 803/294-2106.

Comprehensive Career Preparation Program Birmingham Southern College

1. *Internship Program.* A contract learning center

Liberal Learning and Career Preparation

administers internships for students in local business and industries and provides regular interaction with the business community. The center is coordinated through the Office of Experiential Learning.

2. *Visiting Professors Program.* A visiting professors program provides opportunities for faculty members to spend a month working in local business, industry, labor, government, or professional positions.

3. *Executive-in-Residence Program.* More than 80 Alabama executives have spent a two-week period on campus attending regular classes and special seminars, as well as working out their own learning contract while serving as executives in residence.

4. *Education and Work Retreats.* Education/work retreats are designed to bring together college faculty and executives from various firms and agencies to address topics of mutual interest and to plan collaborative activities. Two such retreats have been held with the mayor and City Council of Birmingham.

5. *Work and Study Culture Seminars.* A series of work and study culture seminars promote dialogue between college faculty and local business, government, and industry executives on contemporary, cultural, and business issues. Discussion leaders have included NBC news analyst Richard Scammon and Hodding Carter.

6. *Career Consultant Program.* Through the use of a central resource file of community volunteers, more than 1,000 students have acquired information about careers from business and professional persons who speak to student groups on campus, are interviewed in their office by students, and sponsor student internships.

7. *Lunch-N-Learn.* A lunch-n-learn project is designed to involve faculty in lunchtime conversations with employees at their workplace on topics related to the humanities, arts, and sciences.

8. *Listener Program.* The Southern Exposure-Listener program allows employees of area firms to attend the college as "Listeners." For a nominal fee, they may attend as many class sessions as they desire.

9. *Adult Studies and Special Programs.* The Division of Adult Studies and Special Programs provides an evening degree-granting program and special programs to strengthen the relationship with the business community. Programs include a re-entry program for women, Wednesday College (a continuing education program for local businesses) a management training program for women, an institute for retired persons, a pre-retirement program, Elderhostel, and a re-entry course called College Survival Skills.

10. *Center for Continuing Education.* The Edward L. Norton Center for Continuing Education in Business, advised by a board of business leaders, sponsors the Southern Trust School for trust bankers and a number of continuing education opportunities for business people.

Contacts: For programs 2-5 and 7-10, Rollin J. Watson, director of adult studies and special projects, Birmingham Southern College, 800 8th Avenue West, Birmingham, AL 35254; 205/328-5250 ext. 386. For programs 1 and 6, Nancy Poyner, director of adult recruitment and counseling, 205/328-5250 ext. 394.

Career Preparation Program Alma College

Alma College integrates the Career Preparation Program with its students' total educational experience

from orientation through graduation. Begun in the mid-1970s with financial support from the W.K. Kellogg Foundation and the U.S. Office of Education, the program involves five components:

Career Plan. Working with a faculty advisor, students develop a career plan as a guide; it includes courses and extracurricular activities to help the students achieve his or her career goal.

Workshop Modules. Students take four seven-week workshop modules on topics such as: career exploration and decision making, practical interviewing and planning, basic communication skills, planning for beyond college, and senior sequence.

Practical Experience. Students arrange off-campus placement or independent research projects that complement their academic programs.

Career Information Center. The Center provides information on possible employers and helps students examine career possibilities and determine their needs.

Career Consultant Network. A computerized network of approximately 300 alumni and friends of Alma College who have experience in a wide range of vocations is available to assist students in their career planning. Some consultants participating in the network host faculty and students at their place of employment while others visit the campus and make classroom presentations or participate in career-related activities.

Contact: K. Richard Pyle, director, Advising, Counseling, and Career Development, Alma College, Alma, MI 48801; 517/463-7225.

Curriculum Programs

General Education Core With a Career Orientation

College for Working Adults
Minneapolis Community College

The College for Working Adults, a division of Minneapolis Community College, integrates liberal learning and career preparation through its curriculum and support services. The college's program, which leads to an Associate of Arts degree, offers a coherent, interdisciplinary, theme-based curriculum to which adults can relate life experience; a delivery system utilizing TV, weekend conferences, a weekly seminar-style workshop course; and an organizational structure that is student-centered.

Contact: Lawrence P. Litecky, director, College for Working Adults, Minneapolis Community College, 1501 Hennepin Avenue, Minneapolis, MN 55403; 612/341-7092.

Vocation and the Liberal Arts
Ottawa University

Vocation and the Liberal Arts is a five-credit-hour general education course required of all students in the fall semester of their freshman year. The course, taught by faculty from a variety of disciplines, is the first in a series of six required interdisciplinary seminars. It introduces students to liberal education and its relation to their views of human nature as well as how their concern of human nature influences and shapes their views of work and liberal education.

Contact: Peter G. Sandstrom, acting dean, Ottawa University, Ottawa, KS 66067; 913/242-5200 ext. 223.

General Education Plan
Doane College

Understanding the contents, interrelationships, and application of the liberal arts helps students develop the capacities and skills needed for effective living and working. The capacities and skills fostered by the General Education Plan include: relating theory to practice, viewing oneself in context, critical thinking, working with others to solve problems, using leisure time constructively, developing aesthetic appreciation, comprehending the complexity of human experience, achieving meaningful value commitments, and being adaptable.

Contact: Donald Ziegler, vice president for academic affairs, Doane College, Crete, NE 68333; 402/826-2161.

Career-Oriented Minors

Career-Oriented Minors and Certificates
California State University, Chico

A number of majors allow a block of courses selected from outside the department as preparation for the student's career goals. Career-oriented minors are also available, such as tourism, business, applied social research methods, collective bargaining, planning and development (geography), child welfare and residential treatment (social work). Certificate programs, such as paralegal, gerontology, and museology are additional ways students can elect career-oriented minors.

Contact: Robert G. Standing, director, Academic Advising, California State University, Chico, Chico, CA 95929; 916/895-5712.

Minor Concentration for Liberal Arts Students
John Carroll University

The School of Business at John Carroll offers a minor concentration for liberal arts students that begins with two economics courses, two accounting courses, and a computer science course. This basic instruction is then completed by a concentration in an area such as marketing, economics, or accounting.

Contact: James E. Duffy, S.J., John Carroll University, Cleveland, OH 44118, 216/491-4238.

Liberal Arts Majors as Career Preparation

Work and Workplaces
College of St. Catherine

Work and Workplaces was developed to give students an understanding of the place of work in their lives from a multidisciplinary approach (theological, psychological, historical, literary, etc.). This is enhanced by visits to work environments—business/industry, government, health care, education, human services, nonprofit organizations. Through this and other studies (guest resource persons, audiovisual and other materials), each student can begin to perceive her own needs and talents as well as seeing the wide scope where these may be applied.

Contact: Mary J. Hicks, C.S.J., director, Career Ser-

vices, College of St. Catherine, St. Paul, MN 55105; 612/690-6510.

Career Concentration Program Northwestern College

The Career Concentration Program is built on top of the college liberal arts program. A student in this program first chooses a liberal arts major and then elects a sequence of courses in one of 17 career concentrations designed to prepare the student for entry-level employment upon graduation. These concentrations, created in consultation with professionals in the various fields, and generally include an off-campus internship during the senior year.

Contact: Albertena Vander Wheele, director of career development, Northwestern College, Orange City, IA 51041; 712/737-4821 ext. 149.

Affiliate Program Aquinas College

In 1977, Aquinas College and the Kendall School of Design completed an affiliation agreement to allow Aquinas students to major in advertising design, environmental design, furniture design, interior design, or illustration at the Kendall School in Grand Rapids. Aquinas students may begin the affiliate program after completing a year-long foundation program at Aquinas that emphasizes the basic principles of design and drawing. Students generally complete their liberal education at Aquinas, and take all their major course work at Kendall. Electives may be taken at either institution.

Contact: James L. Schultz, vice president for student affairs, Aquinas College, Grand Rapids, MI 49506; 616/459-8281 ext. 223.

Internships

Field Experience Semester Aquinas College

The Field Experience Semester is an opportunity for students in their junior or senior year to work either half-time or full-time in a career-related position for which they may earn academic credit and a stipend. Aquinas interns have worked in the Grand Rapids area, throughout the United States, and overseas. In addition to performing well on the job, Aquinas students are required to keep a daily journal, to submit periodic reports, and to prepare a major paper at the conclusion of the semester. Since 1972, more than 500 students have been placed with nearly 400 employers. Over the past few years, nearly 40 percent of the interns each year have accepted permanent, professional positions with their field-experience employer after graduation.

Contact: James L. Schultz, vice president for student affairs, Aquinas College, Grand Rapids, MI 49506; 616/459-8281 ext. 223.

Cooperative Education Gordon College

Cooperative Education is a full-time work experience that enables students to earn pay for educationally related work. The two-term placement alternates with six months of on-campus study per year for three years. The student may receive academic credit while working by

enrolling in appropriate concurrent courses or by doing independent study. Additionally, students may earn one course credit for each six-month placement, up to three course credits for the program.

Each student accepted into the cooperative education program develops a learning plan including a statement of short- and long-term career goals, a series of learning objectives, a program of specific activities and experiences planned to meet the objectives, a description of the relationship of the program to the student's academic program and career objectives, and the criteria and procedures for evaluation and grading.

Contact: Mary Jane Knudson, director, Cooperative Education and Career Development, Gordon College, 255 Grapevine Road, Wenham, MA 01984; 617/927-2300.

Internship Program Illinois Benedictine College

Between 75 and 100 students yearly participate in internship positions related to their academic curriculum. It may be a paid or unpaid position and students receive credit for the experience. The four-year-old internship program is supervised jointly by the college and the employer organization. A learning contract is developed for each student to assure that the expectations of the experience are clearly understood. Contracts are signed by the student, on-site supervisor, faculty advisor, faculty internship coordinator, and the campus coordinator for internships. Students are graded on their work, plus a daily journal and research paper. They meet with, phone, or write their faculty advisor weekly.

Over 50 percent of the students who participated in paid internships in business fields were offered full-time employment following graduation.

Contact: Barbara J. Karchin, director, Career Planning and Placement, Illinois Benedictine College, 5700 College Road, Lisle, IL 60532; 312/968-7270.

Internship Program California State University, Chico

The Office of Cooperative Education and Internships centrally coordinates all the internship options available to students and annually publishes a directory of internships. In 1981, 1,400 students interned in approximately 450 companies. Of these internships, approximately 500 were paid positions. Internships are located nationwide and cover all disciplines with the greatest percentage of students coming from liberal arts.

Contact: Harriet Ross Jardine, Counseling and Career Planning, California State University, Chico, Chico, CA 95929, 916/895-6345.

Field Experience Education King's College

Project FEE, Field Experience Education, is a program of King's College developed as part of the Council of Independent Colleges' Project QUE. A faculty committee spent two years designing and pilot-testing the program in which students can receive academic credit for work experience in business, government agencies, social agencies, research laboratories, and similar activities. Students may earn up to 12 credits through field experience education, by taking a full-time internship for one semester or several part-time practicums. Individualized learn-

ing contracts set forth learning goals. Students meet regularly with their faculty advisor, maintain a journal, and write a summary paper.

Contact: Carl G. Gustafson, coordinator of field experience education, King's College, Briarcliff Manor, NY 10510; 914/941-2112 or 941-7200 ext. 280.

Cooperative Education Program

John Carroll University

In 1976 the School of Business initiated a Cooperative Education Program, which has received federal funding under Title IV. Approximately 17 percent of all business students take advantage of the co-op program. A new liberal arts Cooperative Education Program is being planned to address the needs of humanities students and organize co-op placement in law firms, advertising agencies, publishing companies, museums, and similar organizations in the Cleveland area. Career planning and development seminars are also planned.

Contact: James E. Duffy, S.J., John Carroll University, Cleveland, OH 44118; 216/491-4911.

Humanities Internship Program

Scripps College

The program is grounded in the Scripps interdisciplinary humanities curriculum, and is designed for juniors and seniors. Admission is very selective, and students receive three course credits for their work. Interns develop a contract with a professional associate and spend 16 to 20 hours per week working under his or her supervision. Work performance is assessed periodically by associates and by college faculty. A weekly seminar taught by Scripps faculty focuses on issues about work, social structure, and culture, with particular attention to women's lives in work. Each intern undertakes a disciplined examination of some humanistic issue confronted in the work situation based on library and on-the-job research. Interns also prepare short issue papers designed to sharpen skills of observation, analysis, and synthesis.

Contact: Margaret Newhouse, director, Humanities Internship Program, Scripps College, Claremont, CA 91711; 714/621-8000 ext. 3550.

Antioch Work Assignments

Antioch University

For more than 60 years all Antioch students have alternated their study on campus with work assignments related to their educational, career, and other interests. Whenever Antioch students work in off-campus assignments, they are expected to contribute to their new communities as well as learn from them. Approximately half of Antioch's students study on the campus while their classmates are away on work assignments. The college maintains contact nationwide with hundreds of employers who hire Antioch students on a regular basis. A professional faculty provides students with advice, counseling, and supervision as well as evaluation and crediting of their learning upon completion of the cooperative work terms. To meet their degree requirements, each Antioch student must complete a minimum of six co-op assignments which may include paid employment, creative work, or travel projects.

Contact: Robert L. Parker, director, Center for Cooperative Education, Antioch University, Yellow Springs, OH 45387; 513/767-7331.

Futures in Liberal Learning:

A Competitive Liberal Arts Internship

University of Richmond

To foster campuswide discussion on the value of liberal learning for the professions, a competition for unpaid internships has been conducted. Each sophomore or junior entrant described how liberal arts preparation could be incorporated into specific professions. Eight winners were matched with local firms and reported back to the campus on their internship experiences during an open forum at the end of the academic year.

Contact: Joan L. Bak, assistant professor of history, Department of History, University of Richmond, Richmond, VA 23173; 804/285-6249.

Parallel Plan Internships

Doane College

In 1974 Doane developed an extensive program of off-campus internships. Between 10 percent and 15 percent of the student body currently register for internships on a "parallel plan" (i.e. combining the experience with campus course work) during a term. More than 200 agencies and businesses in the Crete-Lincoln area have supported at least one student internship over the past six years.

A full-time placement director establishes and monitors the internship experience. Although students in business and the social sciences make up the largest group of participants, students in the arts, humanities, natural sciences, and education become involved to a significant degree. Internships are actively promoted by faculty in a large and diverse number of disciplines. The experiential dimension of learning as represented by the internship program was a major curricular emphasis of the ADVANCE Program, a five-year program supported by Title III funds that sought to integrate the career development concept into the liberal arts curriculum.

Contact: Ronald Hager, director of career development for student advising, Doane College, Crete, NE 68333; 402/826-2161.

Career-Oriented Courses

Courses Combining Business and the Liberal Arts

University of Kansas

Team-taught courses by business and liberal arts faculty provide a broad perspective on current issues and problems. Cooperative courses include: Applied Behavior Analysis in Complex Organizations, involving a psychology professor and a business professor, and Land and Land Uses, taught by a business law professor and an English professor.

Contact: Charles Krider, associate dean, School of Business, University of Kansas, Lawrence, KS 66045; 913/864-3795.

American Food Problems and Policies

Illinois Wesleyan University

The interdisciplinary course emphasizes the nutritional requirements of humans; an analysis of the production, processing, and distribution of food; and the major policy issues concerning America's responsibilities to its farmers, consumers, and the hungry world. The course, offered in spring 1980 and spring 1982, was taught by a team consisting of an economist, a biologist, and a histo-

rian. The course included a broad range of significant topics dealing with American agriculture.

Contact: John Heyl, Department of History, Illinois Wesleyan University, Bloomington, IL 61701; 309/556-3184.

The Future and its Implications for Career and Educational Planning for Liberal Arts Students Carthage College

In 1979 an experimental interim-session course was offered for freshmen demonstrating the applicability of liberal arts training for career preparation. Each of the three weeks focused on a theme: an investigation into future society and changes in American and global society; the question of careers with emphasis on general values; and individual career and academic planning. Directors of placement and testing met with the class for four days to work on exercises in decision making, skill assessment, research of particular careers, resume writing, interviewing, and academic preparation.

Contact: Thomas J. Noer, associate professor of history, Carthage College, Kenosha, WI 53141; 414/551-8500.

Liberal Arts Courses to Supplement Professional Majors

The Ethics of Law Enforcement

John Jay College of Criminal Justice

John Jay College has developed interdisciplinary courses and materials on police ethics and judicial and correctional ethics. These courses are designed to aid students in perceiving the variegated nature of ethical dilemmas, in recognizing the appropriate ethical theories, and in developing an analytical style of thought.

The Ethics of Law Enforcement, while under the sponsorship of the philosophy faculty, will be taught, in various terms, by professors from the departments of philosophy, theology, and police science. Guest lectures by law enforcement officials and by faculty members in allied disciplines will illustrate the different facets of moral conduct that relate to criminal justice. The course was developed under a Project QUILL award.

Contact: Timothy Stroup, John Jay College of Criminal Justice, New York, NY 10019; 212/489-3598.

The Integration of the Teaching of Ethics in Professional Education

Cross-disciplinary teaching of ethics was expanded in the Dartmouth Medical School, and begun in the Tuck School of Business Administration and the Thayer School of Engineering. Joint teaching and research was undertaken with experts in medicine, business, engineering, and nursing. Lecture series were provided as part of the required curriculum in the Dartmouth Medical School. The program was initiated through a Project QUILL award.

Contacts: Bernard Gert, professor of philosophy, Dartmouth College, Hanover, NH 03755; 603/646-2022; and Charles Culver, professor of psychiatry, 603/646-2214.

Concentrations in the Liberal Arts University of Kansas

Liberal Learning and Career Preparation

Majors in the School of Business are encouraged to supplement their work in business administration with a concentration in a liberal arts area. To be certified as a concentration, the program must cover the same courses required by a liberal arts major in that area. Contract concentrations are also possible.

Contact: David Schulenburger, director of undergraduate programs, School of Business, University of Kansas, Lawrence, KS 66045; 913/864-4500.

Business Minor for Liberal Arts Students

DePauw University

DePauw's Program in Business and Public Service provides liberal arts students the opportunity to elect one of three career-oriented, interdisciplinary minors—Business Administration, Institutional Management, Public Administration. The core courses for all three minors include: introductory economics, accounting, statistics, and computer programming. In addition, students complete two social or behavioral science courses from outside their major and two elective courses relevant to the minor. A course on theory and administrative behavior, which features presentations by specialists representing private and public career opportunities, is an integral part of all three minors. During the January Winter Term, each student completes a one-month, supervised managerial internship related to his or her career interest.

Contact: John McConnell, director, Center for Management and Entrepreneurship, DePauw University, Greencastle, IN 64135; 317/658-4024.

Liberal Learning Module

Albright College

To illustrate the contribution of liberal arts to professional preparation, a liberal learning module was developed, under a project QUILL award, to help students differentiate a professional person from a technician. Seminars incorporating the module were offered to seniors in four areas: accounting, business administration, health sciences, and home economics.

Contact: Eugene Lubot, academic dean, Albright College, Reading, PA 19603; 215/921-2381 ext. 450.

Divergence of the Science and Humanities Explored Through the Collections of New York City's Museums

Bernard Baruch College, City University of New York

Emphasizing the resources of New York City for life-long liberal learning, a seminar for business majors utilizes the cultural centers of the city. The integration and divergence of the arts, humanities, and sciences will be studied from the Neolithic Period through the Industrial Age, examining the city's architecture, visiting its museums, and attending special exhibits, concerts, and theater performances. Development of the course was assisted by a Project QUILL Award.

Contact: Glen Petersen, CUNY-Bernard Baruch, 17 Lexington Avenue, New York, NY 10010; 212/725-3290.

Short Course in Mathematical Logic for Decision Makers

Manhattanville College

Professionals in business, law, and government are the target audience for an intensive course of four to six

sessions in mathematical logic. Business action plans, legal documents, and proposed government legislation will provide the examples of invalid or fallacious reasoning. The initial course will be offered on campus; subsequent programs will be given at corporations as executive seminars. The course was funded by a Project QUILL award.

Contact: Julianne Maher, director of continuing education, Manhattanville College, Purchase, NY 10577; 914/694-2200 ext. 253.

Liberal Learning for Future Professionals St. Olaf College

Faculty from the departments of philosophy, sociology, economics, and religion have met to plan four courses on social and economic problems in the professions. An interim course for 1983 features alumni discussing aspects of their profession and delivering campuswide lectures on the challenges graduates face in their professional work. The program received a Project QUILL award.

Contact: Edward Langerak, associate professor of philosophy, St. Olaf College, Northfield, MN 55057; 507/663-3356.

Pilot Project for Interdisciplinary Seminars on the Political and Philosophical Foundations of the Science of Decision Making Stevens Institute of Technology

The interdependence of technology and the humanities in problems of collective decision making are illustrated in an interdisciplinary seminar for the schools of science and engineering, based on the work of the 18th century mathematician, humanist, and scientist, the Marquis deCondorcet. From the viewpoints of a political theorist, a mathematician, and a science historian, the seminar will explore the implications of competence as a standard of evaluation. The project is an outgrowth of a Project QUILL award.

Contact: Arnold B. Urken, Department of Humanities, Stevens Institute of Technology, Castlepoint Station, Hoboken, NJ 07030; 201/420-5394.

Advising Programs

Faculty Advising

Career Awareness Day College of St. Catherine

Career Awareness Day, a joint venture of the Office of Career Services and the Alumnae Association provides information on a large number of career possibilities by putting students in direct contact with representatives of employers. In many instances, these are alumnae. The day is not for employment interviews but for making information available to students, especially freshmen and sophomores, so that they can make realistic academic plans.

The program for one career day included 28 resource persons, available for four hours for informal discussions on various job titles. A listing of more than 500 entry-level job titles for college graduates, submitted by the employers represented, was distributed to students in

advance. The list gave the job titles each resource person was willing to explain and suggested the best persons for students in each major field to contact. Most employers listed titles where the major field did not matter, but for each specific major, the list has no fewer than ten contact suggestions. This program has proven popular and has been able to handle as many as 800 students.

Contact: Mary J. Hicks, C.S.J., director, Career Services, College of St. Catherine, St. Paul, MN 55105; 612/690-6510.

Academic Advising Center Aquinas College

Aquinas College has developed a centralized academic advising model that has enabled faculty advisors to add a career-related dimension to their liberal arts advising. The centralized advising approach, using a small cadre of faculty, offers the possibility for the training of students in decision-making skills, values clarification, and exploration of life, career, and educational goals.

There are numerous pre-service and in-service training workshops for liberal arts faculty, many stressing the career-related "liberal skills" and transferable abilities that are acquired as a result of a liberal arts education. Two workshops used by the college have centered around a discussion of Arthur Chickering's article "Vocations and the Liberal Arts: Compatible or Conflicting" and on the College Placement Council publication "Four Year Liberal Arts Graduates—Their Utilization in Business, Industry, and Government."

Contact: Michael C. Keller, director of academic advising, Aquinas College, Grand Rapids, MI 49506; 616/459-8281.

Workshops and Resource Groups Muhlenberg College

The Career Planning and Placement Office provides a sequence of special programs to each class, freshman through senior, reviewing the principles of career development. Issues such as internships or related work experience and skill courses valuable regardless of one's major (speech, expository writing, accounting, computer science) are discussed in detail. In addition, the director conducts workshops on such topics as: Choosing a Major; Career Decision Making; Liberal Learning and Careers; Interviewing for Information; Graduate or Professional Education: Why? When? Where?; Resume Writing; Interviewing Skills (includes opportunity for videotaped interview with professional business recruiters); Job-Search Strategies; and Transition: The Senior Year.

Students also gather ideas from an information table, placed in the student union during several lunch hours, and from a biweekly column in the school newspaper, written by the office director.

Two resource groups provide career information to students: the Alumni Career Services Committee and faculty liaisons with individual departments. The latter, developed on an informal basis, are individuals who appreciate career development and are particularly open to student needs. They assist in channeling information about internships and career issues to students and other department members, and in keeping the director aware of departmental issues such as strengths and revisions of curriculum. The Alumni Career Services Committee, a group of alumni in business, government, and education,

keeps the director aware of the employment climate in careers and local organizations, develop or identify internships, speak before interested student and faculty groups, and participate in information interviews for students interested in the individual's career field. These alumni are the core of a file, which also includes parents and friends, of individuals willing to be interviewed about their career fields.

Contact: Carol J. Shiner, director, Career Planning and Placement, Muhlenberg College, Allentown, PA 18104; 215/433-3191.

Career Planning for English Majors University of Massachusetts

The Department of English offers a six-part approach to career planning for English majors.

Career Day. Each year six alumni/ae are selected to make presentations to a large student audience on their careers. Each presenter also leads a workshop in his or her special area of interest.

Colloquium in Career Planning. Each spring a one-credit colloquium led by a staff person from Counseling and Career Development and sponsored by the English Department is offered. Students are expected to think about their lives; to write about values, priorities, expectations; to do reading about careers; and to interview professionals in a number of fields.

Career Kit for English Majors. This 20-page document offers the rationale for beginning career preparation and describes initial steps. It offers instruments to help students to discover their interests and their transferable skills. A bibliography of career materials is also included. After using the kit, students are encouraged to talk over their findings with a career counselor or a faculty advisor.

Practicum in English. Advanced students are taken on as interns by publishing houses, television stations, social service agencies, lobbying groups, law offices, legislative offices, corporations, and museums. The internships are supervised by the Office of Internships. Credit is awarded not for the day-to-day work itself, but for examining the work or exploring the field.

Career and Job Hunting Files. A career file with responses of more than 600 alumni/ae provides information, advice, and professional help. The files are organized by careers based on a questionnaire sent to all departmental alumni/ae from 1959 to 1974. A second Job Hunting File is based on a questionnaire sent to recent graduates. A third resource is a library of audio cassettes in which successful alumni describe their profession, their day-to-day work, and their sense of the field.

Career Clusters for English Majors. This 14-page handout emphasizes the value of related courses in various departments to help a student prepare for an initial career or a general career area. The handout discusses the academic programs for English majors who are interested in careers in law, human services, business, communications, and public administration.

Further information about the department's program is outlined in "Career Planning and the English Major" by John J. Clayton, in *College English*, vol. 43 (February 1981): 122-32.

Contact: John J. Clayton, Department of English, University of Massachusetts, Amherst, MA 01003; 413/545-0111.

Social Science Comprehensive Career Development Program Michigan State University

This program, designed by a committee of faculty members and career advisers, includes a workshop series, an internship program, interactive resources for assessing personal traits and skills, a non-credit course in career planning, the enrichment of general education courses that currently deal with career issues, and periodic communications to students and faculty concerning career resources and issues.

Contact: Allen Batteau, career development coordinator, 140 Baker Hall, Michigan State University, East Lansing, MI 48823; 517/355-1892.

Goals Oriented Advising and Learning for Students Doane College

Beginning in the fall of 1977, Doane developed a freshman orientation program called GOALS (Goals Oriented Advising and Learning for Students). The program seeks to facilitate the movement of freshmen from home to college life. Approximately 25 faculty volunteers join with selected upper-class students to form advising pairs for groups of 9 to 10 freshmen. An intensive series of get-acquainted experiences during a freshman orientation period prior to the beginning of the fall term are designed to create a sense of cohesion and mutual support within each group. The program continues six weeks into the fall term providing students with advising opportunities in a wide range of areas relating to personal adjustment as well as career and course advising. Each freshman receives one hour of credit on a pass/fail basis for participation.

Contact: Elisabeth Whitt, dean of students, Doane College, Crete, NE 68333; 402/826-2161.

Career Placement Center Programs

Career Development Center Northwestern College

In late summer of 1979, provisions were made for a Career Development Center offering the following four programs:

Senior placement program designed to assist students in selecting, pursuing, and securing entry-level positions in a career.

Career resources including: printed and audio-visual materials; special events, such as Job and Career Fairs utilizing local employers, trustees, alumni, and parents; decision making workshops for students who have not declared a major; materials and general directions for graduate school application, and a "network" of alumni; parents, trustees, faculty, and others willing to discuss career opportunities and requirements.

Assistance to area high schools and church youth groups providing programs in career decision making, the career concentration and internship programs, and the use of the college's career resource center.

Assistance to alumni in career change and job search including a reference file system, workshops, printed materials, and a Job Bulletin.

Contact: Albertena Vander Weele, director of career development, Northwestern College, Orange City, IA 51041; 712/737-4821 ext. 149.

Career Development Center Aquinas College

Since the mid-'70s the Career Development Center staff has begun work with freshmen during their summer orientation and registration sessions. The staff helps students with self-assessment, career assessment, reality testing, and implementation of career objectives. Career counseling is provided individually, in small groups, or through a semester-long course for credit. An up-to-date career library is maintained in the center. Faculty members who serve as academic advisors to undeclared students are trained by and work closely with Career Center staff. Student employment services and a guaranteed-work program help students secure part-time jobs in the greater Grand Rapids area, through which students not only earn money, but also gain experience in working with other people and developing career skills.

For the past several years, follow-up surveys have indicated that at least 94 percent of all recent graduates had secured a job or entered graduate or professional school within six months after graduating from Aquinas.

Contact: James L. Schultz, vice president for student affairs, Aquinas College, Grand Rapids, MI 49506; 616/459-8281 ext. 223.

Self-Assessment and Business Programs Sweet Briar College

A program of the Office of Career Planning stressing self-assessment, skill-building, and self-marketing techniques is in its sixth year. The office invites representatives from business and government to speak about careers related to various liberal arts majors. Wherever possible, department chairpersons are contacted and these speakers also address classes. The Career Planning staff annually speaks to departmental major meetings on careers related to those particular disciplines. And the Office of Career Planning offers financial and public relations support each year to any faculty members who wish to sponsor a program connected with career planning.

In addition to the above facets, the overall career planning program includes: individual and small-group counseling; interest inventories and self-assessment instruments; workshops on such topics as interviewing techniques, resume writing, time management, decision making, job-hunting techniques, networking, reading an annual report, and assertiveness; noncredit courses in career planning and assertiveness; a monthly newsletter; membership in the national Catalyst network of women's resource centers, for referrals; a comprehensive career planning library; an on-campus recruiting program for businesses, government agencies, and graduate schools; an alumnae and parent network to assist students in locating internships and permanent employment and to help alumnae with their networking needs.

Contact: Carter H. Hopkins, director of career planning, Sweet Briar College, Sweet Briar, VA 24595; 804/381-5593.

Career Investigation Course California State University, Chico

Career Investigation, offered for two units of credit, is a semester-long career planning experience, where the focus is on self-assessment and identification of assets and career plans.

Contact: Harriet Ross Jardine, Counseling and Ca-

reer Planning, California State University, Chico, Chico, CA 95929; 916/895-6345.

A Collegial Model for Career Planning King's College

The Life-Development/Career Planning Program at King's College is a four-year integrated program co-sponsored by the Academic Advisement Office, the Counseling Center, and the Career Planning and Placement Office. An interdisciplinary team, comprising representatives from each of the sponsoring units, a faculty representative from each academic division, and the director of planning, has developed the program model and monitored the sequential program implementation. The planning phase of this program was made possible through Project QUE (Quality Undergraduate Education), sponsored by the Council of Independent Colleges in 1980, and the pilot-testing phase in 1982 was facilitated through funds provided under Title III.

Freshman Year. All entering freshmen are advised by one of six full-time faculty members who assist them until they declare a major. They may also enroll in a decision-making course designed to help them relate personal needs to career options.

Sophomore Year. Academic advisors monitor the student's progress in career planning, assisted by a faculty member in each department who has been trained to serve as a career resource person. In conjunction with departments, the program offers career days designed to assist students in exploring career fields with individuals working in the field. The sophomore-level program also encourages students to explore internship or co-op education options available to juniors and seniors.

Junior Year. A series of workshops are offered on preparing a resume, developing interviewing techniques (which uses videotaped role playing and mock employment interviews), locating internship opportunities, and completing graduate and professional school applications. There is also an Alumni Career Resource Program that lets students contact King's College graduates in career fields related to their own career interests. An Extended Shadowing Program is currently being developed to supplement the Alumni Career Resource Program. The Extended Shadowing Program will permit juniors and seniors to spend a day or two "on the job" with a person at his or her job site. The Life Development/Career Planning Program also offers a second career planning course that provides a structured assessment of the student's career planning as well as the practical skills needed to interview for employment opportunities.

Senior Level. Each senior is referred to the Career Planning and Placement Office for an interview and career preparation assessment. Notice of job listings, on-campus and off-campus interviews are provided all seniors. Crisis intervention is also available by counselors on an individual or group basis for seniors experiencing unsatisfactory results in seeking appropriate entry-level positions in their desired career field.

Contact: D. W. Farmer, director of planning, King's College, Wilkes-Barre, PA 18711; 717/826-5886.

Career Awareness Workshop Regis College

A two-credit January program, the Career Awareness Workshop has been pilot tested. The workshop was

designed for freshmen students who lack sufficient career academic focus to benefit from a January internship. The workshop has three components: in early December, each participant completes the Harrington/O'Shea system for career decision-making and meets with his/her career adviser to identify areas of career interests; students participate in a three-hour workshop on the first day of the interim to assist them in identifying their skills and to introduce them to interviewing techniques; students meet with assigned alumni and with their own contacts to gain information on the profession and the workplace. At the end of the interim session students meet with advisors to help them develop individual career goals.

Contacts: Elisabeth Cawley, coordinator of internships and Elaine Crisafulli, acting director, Career Services. Regis College, Weston, MA 02193; 617/893-1820 ext. 236.

Three-Stage Career Planning Process

Juniata College

To facilitate the career planning process of Juniata College students, a three-part strategy is employed, based on career development theory and recognizing the developmental nature of the process. First, before their freshman year, students complete a self-scoring survey identifying important career-related behaviors. It is designed to make students aware of specific activities that would enhance a better understanding of themselves in relation to occupational fields. Second, during summer orientation, new students complete a life/career planning worksheet provoking them to think seriously about developing a career plan while pointing out the importance of alternatives and serving as a tool for group discussion and counseling. Third, faculty have been trained to assist in the career planning process through the freshman conference, which is a structured group activity. During the freshman conference, the self-directed search is administered to new students and interpreted by faculty advisers. The self-directed search process assists students in understanding relationships among themselves, their field of study, and occupational groups. It also serves as a cornerstone for drafting a program of emphasis, mapping out a course of concentrated study.

Contacts: Jay D. Buchanan, campus counselor, and Arnold J. Tilden, Jr., dean of student services, Juniata College, Huntingdon, PA 16652; 814/643-4310.

Career Development Program

Vanderbilt University

Workshops. The Career Planning and Placement Service conducts "Where Do I Go From Here With My Life?" workshops for several groups of 15-20 arts and sciences sophomores and juniors each semester. Four sessions, two hours each, cover self-assessment, the world of work, personal development through effective decision making and goal setting, and help with interviewing and resume writing. During four subsequent weeks, students become involved in an employment environment of their choosing; CPPS staff negotiates these shared experiences through local alumni and other employers.

Vocational Testing. Interest inventories and personality tests are available through the university's Counseling Service. Twice yearly, CPPS joins them to make tests more accessible in CPPS offices, thereby encouraging more students to take advantage of this opportunity.

Career Conference. In fall of 1981 (and repeated in 1982) a major conference covering a wide range of career fields was held for five consecutive evenings. Panels of speakers advised and answered questions posed by the 700-plus students in attendance. This joint venture of CPPS, Alumni Relations, the local Vanderbilt Club, and a student committee successfully brought large numbers of alumni in close contact with students for information and advice.

Special Programs. Each academic department has an undergraduate majors association that conducts programs of special interest to its constituents. CPPS initiates contact with each association president and helps develop programs of interest concerning careers related to that major field.

Experiential Education Project. CPPS has published a resource directory called *Access: A Guide to Special Learning Opportunities at Vanderbilt University*, and has distributed it to freshmen, sophomores, resident advisers, student services staff, and members of the arts and science faculty. The book gives information on interdisciplinary majors, courses with interdisciplinary or experiential components, independent study, honors programs, senior scholar program, internships, pre-professional preparation, cross-registering in other colleges, international opportunities, and other learning options available at Vanderbilt.

Career Library. The library of career information, includes books and pamphlets on career planning and self-assessment, general and specific materials on a wide range of occupations, information about employers nationally and internationally, job-seeking strategies, salary statistics and employment projections, options for major fields, graduate and professional study, internships, and summer jobs.

Contact: Ava F. Sellers, director, Career Planning and Placement Service, Alumni Hall, Vanderbilt University, Nashville, TN 37240; 615/322-2750.

System of Interactive Guidance and Information Educational Testing Service

The System of Interactive Guidance and Information (SIGI) was developed by Educational Testing Service, with grants from the Carnegie Corporation, the National Science Foundation, and the W. K. Kellogg Foundation. Although it was designed to improve career decision making by college students, it is being used in a number of high schools, education information centers, and counseling centers for adults. SIGI is a guidance system that allows users to interact with a computer in such a way as to examine their values, obtain and use relevant information, interpret predicted data, and formulate plans. This interaction assists users in arriving at tentative career decisions and in modifying them as they gain new insights and additional information. The decisions involve both educational and occupational options. Emphasis is not merely on what is being decided but also on the process of making decisions. SIGI operates on several minicomputers and one microcomputer.

Contact: SIGI Office, Educational Testing Service, Rosedale Road, Princeton, NJ 08541; 609/734-5165.

Do-It-Yourself Career Laboratory

Slippery Rock State College

This largely self-help career center consists of six

developmental, sequential stations named: self-knowledge; careers, outlook and preparation; your college major and related careers; leisure; decision making; and how to aggressively hire yourself an employer. The Career Lab is a component of Slippery Rock's four-step Career Development and Placement Program including: career planning, experiential education, placement services, and professional employment or graduate school. Both the Career Laboratory and the Career Development and Placement Program contain vestiges of a previously successful program at the college, LEAP (Life Expectation Approach Project), which aimed at holistic development of all students.

Contact: John H. Landrum, director, Career Laboratory, Slippery Rock State College, Slippery Rock, PA 16057; 412/794-7365.

Clustering Academic Majors

Book of Majors and Careers

George Mason University

The Academic Advising Center and Career Services, with the aid of department heads and faculty in the undergraduate programs, has compiled a *Book of Majors and Careers*. The book emphasizes the functional skills that students develop through coursework in their major, extracurricular activities, and elective courses. The work will help advisers assist students in seeing that their educational preparation results not only in special knowledge and skills in their major fields, but also functional skills that are transferable to activities that may be required to perform in a career. The section on the English major, for example, covers the following topics: program of study, functional skills development, selected electives, graduate/professional school opportunities, career opportunities, employing organizations, and sources of information on career opportunities. The book was completed and distributed in April of 1982.

Contact: Janice Sutura, coordinator of career programs, Career Services, George Mason University, Fairfax, VA 22030; 703/323-2476.

Academic Career Clusters Project

University of Iowa

The Academic Career Clusters Project, begun in the College of Liberal Arts in 1979, presents courses to students in terms of career objectives rather than departments. The process of creating clusters involved identifying groups of careers frequently selected by liberal arts graduates, the competencies required for those clusters of careers, and the competencies students gain from specific courses and majors. From this process, models, or academic career clusters, emerged that students could use as guides in planning their program. For example, the corporate communication model cluster includes such careers as advertising, public relations, and audio-visual production and management. Such careers require knowledge and skills in three central areas: production or performance (speaking, writing, and perhaps such specialized areas as photography, video, film, graphics); interpersonal, group, and organizational communication theory and practice; and research and evaluation methods. To develop these competencies, students may major in almost any social science, in art, in communications, or

in journalism, and select suitable electives from throughout the college. The Clusters Project also involves an interactive computer advising program and publications, including the *Clusters Source Book*.

Contact: Nancy L. Harper, assistant dean, College of Liberal Arts, University of Iowa, Iowa City, IA 52242; 319/353-6965.

Summer Alternatives in Learning

Wheeling College

The SAIL Program, Summer Alternatives in Learning, was funded under Project QUILL for the summer of 1980. The program offers Wheeling undergraduates and those from other colleges the opportunity to enroll in "clusters" of career-directed or liberal arts courses. Thus, a business major in the two summer sessions may concentrate in a modern language; a history major may acquire a basic background in accounting and management. Both will have expanded their career options as well as broadened their general education. Course clusters are offered in business, humanities, modern language, sciences, and social sciences.

Contact: Robert Grinchuk, dean of instruction, Wheeling College, Wheeling, WV 26003; 304/242-8479.

Intervention

Liberal Arts Inventory

Westminster College

A measurement instrument was developed to determine the effect of an intervention program to help students identify their skills. The program helps students clarify the purposes of a liberal arts education, recognize the relationship between a liberal arts education and the existing job market, expand their perspective of the utility of coursework and majors, translating them into broadened career possibilities, and maintain confidence that skills acquired in a liberal arts education have prepared them for many job opportunities. The research demonstrated a marked increase in student awareness of the direct link between their education and future careers through the specific identification of skills.

Contact: Peggy Edmonds McConnell, assistant in career planning and placement, Westminster College, New Wilmington, PA 16142; 412/946-8761 ext. 260.

Identifying Classroom-Based Life and Career Skills

Gettysburg College

A project designed to identify liberal arts course-related skills was initially conceived and implemented at Allegheny College and refined at Gettysburg College. The approach, which includes several alternate forms of implementation, aids students in obtaining a tangible index of the transferable skills they are acquiring through their involvement in liberal arts courses. The program may be implemented by a faculty member, a career services counselor, or through self-instructional methods and a computer. The project also affords faculty the opportunity to compare their perceptions of what is happening in the classroom with the perceptions of their students.

Contact: Dea Forney, director, Career Services, Gettysburg College, Gettysburg, PA 17325; 717/334-3131 ext. 163.

Faculty Development

Faculty Mini-Grants

Sweet Briar College

An IBM grant funds programs designed to involve faculty in the career planning process of their students. Faculty members are encouraged to participate twice a year in field trips to business and industrial sites. At the same time, they are invited to apply for summer "mini-grants" to underwrite research and data collection relating some aspect of career planning to their academic discipline or the liberal arts curriculum in general. Examples of funded faculty projects include: The Employability of the Liberal Arts Graduate, Internships in Art-Related Fields, International Internship Possibilities, Sexual Harassment in the Workplace: An Alumnae Survey, and Consequences of Education for Occupational Careers of Women.

Contact: Carter H. Hopkins, director of career planning, Sweet Briar College, Sweet Briar, VA 24595; 804/381-5593.

Initial Planning and Rationale for Cooperative Education

Gordon College

An 18-month planning process began with a faculty study of forms of field experience, the Gordon College context, and the relation between theory and practice. The result of this study was the focus of discussion during a faculty retreat. Other parts of the planning process included a survey of prospective and current students, a pilot co-op program, visits to employers for input and to discern interest, input from an external consultant who was a specialist in co-op programs in the liberal arts, attendance at a national institutional team training workshop by two faculty and key administrators, and a presentation to the board of trustees. The result of this planning activity was the implementation of cooperative education in 1978-79. In 1979-80 the program was significantly expanded to incorporate a variety of career planning activities and programs.

Contact: Mary Jane Knudson, director, Cooperative Education and Career Development, Gordon College, 255 Grapevine Road, Wenham, MA 10984; 617/927-2300.

Where Can We Go with the Liberal Arts?

College of New Rochelle

In a series of workshops prior to and during the spring semester of 1979, seven faculty identified skills required for their disciplines and examined the relevance of these skills to various work settings; developed a plan to utilize independent study projects (called Life Arts Projects) in which students gather information about professionals in careers related to academic disciplines; and devised means of aiding students to create new academic courses that would serve their career needs.

The second stage of this project was the actual instruction of students, sharing with them the value of liberal arts for life and career, and providing them with the ability to translate learning from the classroom into new career and life directions.

Pre- and post-course questionnaires were distributed to students as part of the evaluation of this seg-

ment. Dissemination was accomplished through a booklet entitled "Where Can We Go With the Liberal Arts," summarizing the experiences of this project in addition to reprinting "The Transferable Skills Map" (an adaptation of Bolles and Zenoff) to help students identify skills they use and enjoy. The program received Project QUILL funds.

Contacts: Muriel Dance, director of curriculum, and Sister Ruth Dowd, director, School of New Resources, College of New Rochelle, New Rochelle, NY 10801; 914/235-3066.

Designing Liberal Arts Courses to Meet Needs of Working Adults

College of Notre Dame of Maryland

A series of seminars and colloquia for faculty permitted them to design four liberal arts courses for adult students in the Weekend College. The courses, involving extensive exploration of general education subjects, are: Professional Ethics; Women and Work: The American Experience; American Dream: Tycoons, Typists, and Company; and Economics and the Social Environment. The courses stress the relationship between the liberal arts and the working world.

Contact: Sister Doris Ann Gentry, College of Notre Dame of Maryland, 4701 North Charles Street, Baltimore, MD 21201; 301/435-0100.

A Program in Business Leadership

University of Puget Sound

Under a Project QUILL award, the planning phase for a new Business Leadership Program was conducted in June of 1982 to emphasize the liberal arts skills needed by middle management and top-level executives. Business representatives, educators, and student market researchers were involved in the planning phase to develop the curriculum. The interdisciplinary curriculum created utilizes the humanities, social sciences, and knowledge of the computer, emphasizing management information systems. The curriculum also includes studies in the essential areas of business practice, with practical application provided through an internship.

Contacts: Darryl Reeck, Department of Religion, University of Puget Sound, Tacoma, WA 98416; 206/756-3287; and Robert Waldo, School of Business, 206/756-3513.

Liberal Arts for Business, and Business for the Liberal Arts

University of Wisconsin-Green Bay

Community professionals, faculty, and students, will develop through Saturday conferences, two programs offering Certificates of Completion involving 18 course credits. One program addressing the needs of evening students in business will offer liberal arts courses; the other program for liberal arts students will consist of management and finance courses.

Contact: E. Michael Thron, associate vice chancellor, C.C. 335, University of Wisconsin-Green Bay, Green Bay, WI 54302; 414/465-2171.

The Liberal Arts and Career Education

The articles, papers, and reports listed here are extracted from the extensive ERIC (Educational Resources Information Center) database. The system of ERIC clearinghouses, funded by the National Institute of Education, abstracts and indexes literature on education for NIE's monthly *Resources in Education*. Microfiche or paper copies of many of these materials may be ordered; for additional information, see the individual *RIE* entry. *RIE* is available in most college and university libraries.

Adams, Bernard S. **Liberal Education and the "New Vocationalism."** *Liberal Education* 61 (October 1975): 339-48. EJ 124 514.

Liberal education is defended against the "new vocationalism" (fewer students in liberal arts programs) as the liberating experience that prevents the fragmentation of society into "a patternless mosaic of technicians who know everything about their jobs except how they fit into the overall scheme of things."

Association of American Colleges. **New Approaches to General Education, II.** *The Forum for Liberal Education* 2 (November 1979). 13p. ED 179 162.

Eight new approaches to collegiate general education are described. In an introductory article, "Toward the Reconstruction of General Education," Jerry Gaff, director of a project on general education models, provides specific suggestions for institutional renewal, such as the formation of a task force, composed of faculty, students, and administrators, to prepare a plan for curricular revision. The following are the eight programs briefly described: Cedar Valley College's "Skills for Living," a program to identify skills for life enrichment to be infused into all programs at the college; University of California at Berkeley's College Seminar Program, a limited enrollment program offering freshmen and sophomores a two-year program of intensive study in small, interdisciplinary seminars; Wheeling College's Faculty Development Workshops, which focus on students' reading and writing problems; Appalachian State University's Bachelor of Technology Program, a program that accepts only graduates with Associate of Applied Science degrees for train-

ing as instructors in two-year colleges and technical institutions or as technicians for industry with broad educational backgrounds; Haverford College's General Education Program, a program requiring students to show competence in seven elements of dimensions present in many courses (such as history, being, and value); Ottawa University's "Vocation and the Liberal Arts," an issue-oriented core of six courses; Johnson County Community College's General Education Modules, a program of modules focusing on humanities issues and integrated into existing occupational program courses; and Luther College's "Paideia," a freshman requirement concentrating on a classical background. An update on two previously described courses and 22 other programs are listed. Contact persons at each institution are also reported.

Baratz, Morton S. **Career Education is Complementary to Liberal Arts Education.** *College Board Review* 105 (Fall 1977): 25-6. EJ 170 155.

It is argued that the only form of career education is one in the liberal arts, because a liberal arts education uniquely equips a person for life. That education should be accompanied by the application of basic, general, or specialized skills.

Batmale, Louis F. **Career Education and Elitism.** Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges, Seattle, Wash., April 1975. 6p. ED 116 074.

Historically, general education has held a higher status than career training. Vocational programs were modeled on those existing in trade schools, while general education stressed personal development. At present, career education has gained greater acceptance and status. Present occupational programs have improved due to greater experience of the staff and better planning. No longer is a liberal arts education required to precede career training; personal and social development can now take place effectively in occupational programs, enabling one to develop one's ability to think and communicate effectively. In the future, individualized programs in career education will be available to all individuals who need them. Students will assume greater responsibility for their educa-

tion, pursuing in-depth study in various fields. Another anticipated development will be the incorporation of ethnic studies as an integral component of liberal arts studies.

Benezet, Louis T., and Magnusson, Frances W. **Gaining Public Understanding for the Liberal Arts.** In *Building Bridges to the Public*, edited by Louis T. Benezet and Frances W. Magnusson, pp. 97-104. New Directions for Higher Education, No. 27. San Francisco: Jossey-Bass, 1979. EJ 212 625.

The rising popularity of career-oriented courses presents a new challenge to the concept of liberal education; however, evidence shows that a liberal education provides the versatility and adaptiveness vital to a modern executive. Visits to 20 liberal arts colleges with strong career emphases in their programs are described.

Bowman, Leonard, compiler. **Five Colleges Look at General Education.** 1979. 115p. ED 168 434.

A study was undertaken to aid faculty from five small, independent colleges in Iowa in planning and evaluation of general education in the institutions. The participating colleges were Briar Cliff, Graceland, Marycrest, Simpson, and Westmar. Three basic kinds of changes that liberal education should make in the student concern knowledge, personal attitudes, and skills. Relating liberal education and the world of work and relating general education and specialization are considered. Varying requirement structures and organizational plans for general education programs, methods, and evaluation, and the context of general education, particularly its relation to other components of the curriculum, are addressed.

Poyer, Ernest L. **Greatness of a University.** The Second Earl V. Pullias Lecture in Higher and Postsecondary Education. Los Angeles: Department of Higher Education, University of Southern California, March 1980. 21p. ED 196 339.

The benefits and broad perspectives that can result from higher education and the tension that exists between vocational and liberal education are addressed. It is suggested that this tension is powerfully related both to the content and the quality of higher education. The importance of introducing students to those themes of life that are universal and enduring, and to ideas that can give more perspective to students and greater meaning to their work is stressed. Rather than transmitting fragments of information to students, it is desirable to highlight the interlocking threads of human knowledge. The greatness of the university is also measured by the degree to which students develop a profound respect for the diversity of talents and traditions and discover that people are important. It is suggested that in addition to a curriculum that gives perspective to the student, it is important to have an authentic relationship between faculty and students and a recognition that education is a value-laden process.

Casella, Donald A. **Bold Partnerships: Life After Graduation.** In *Preparing Liberal Arts Students for Careers*, edited by Ed Watkins, pp. 87-93. New Directions for Education, Work, and Careers, No. 6. San Francisco: Jossey-Bass, 1979. EJ 206 684.

In contemporary liberal education, some assertiveness on the part of liberal arts leadership is long overdue. Project Work-Learn, an effort by Birmingham-Southern College to develop mutuality between liberal arts and the world of work, is detailed.

Chance, Jerry M. **Emerging Patterns in General Education Curricula.** 1980. 15p. ED 181 801.

An overview of the general education programs in higher education is presented and six curricular patterns are discussed. The distribution model requires students to generalize their fields of knowledge to some extent and acquaints students with various modes of discourse. Integrative models aim to draw upon the knowledge and methodological approaches of several disciplines in dealing with a common problem, theme, or period. Values models are based on the notion that value clarification and formation are necessary for holistic living and responsible career pursuits. Student-based models focus on practices such as independent study, small-group meetings, peer-group teaching, and experiential learning. Competency-based models place emphasis on educational outcomes rather than the experiences that comprise curriculum. The career focus model combines work with study toward a goal of career development. Examples of each are cited, and it is noted that each reflects the mission, student body, and needs of the institution.

Derrick, Paul. **Liberal Education and Social Work Education.** *Journal of Education for Social Work* 14 (Winter 1978): 31-8. EJ 178 016.

Does the development of undergraduate social work education represent the profession's abandonment of its traditional respect for liberal education and the joining of ranks with advocates of a professional school model of undergraduate education? The history of liberal education is traced and suggestions are offered for increasing the interface between liberal and professional goals.

Graham, Patricia Albjerg. **Fitting Graduate Education to Society's Priorities.** Paper presented at the annual conference of the American Council on Education, New Orleans, October 1976. 11p. ED 129 810.

With the emergence and dominance of public colleges and universities and their development of curricula that meet the demands of students whose family background does not include a higher education tradition, the traditional liberal arts and humanities have declined in popularity. Educational relevance has shifted, at the undergraduate level, from "becoming a gentleman" to obtaining the skills necessary for employment. Only when the needs of career employment have been satisfied and the creativity potential of one's job have been exhausted, will people become seriously interested in exploring subjects in the liberal arts. Since many of them will already have degrees, this exploration will need to occur on the graduate level. These new students would generally be older, economically self-sufficient, nonspecialist, and studying under their own initiative. The most appropriate courses, since the students would probably not have the specific prerequisites for math, science, and language study, would be in the humanities and social sciences. Institutions considering such students would need to reexamine their assumptions and policies for part-time study, as well as their fee structures. It can be argued that students, faculty, and universities would benefit from a liberalization of graduate education, and so also would society as a whole. The kinds of jobs many have are not psychically fulfilling and the trend is increasingly in the same direction. Some other source of fulfillment is necessary—and liberal education at the graduate level may be one such source.

Goldberg, Maxwell H. **Vocational Training, Career Orientation, and Liberal Education.** *Liberal Education* 61 (October 1975): 309-18. EJ 124 511.

Stimulated by discussions concerning women's studies at Converse College, the author discusses distinctions between vocational training programs and career-oriented college education, suggesting that the former be played down, the latter stressed.

Green, Sylvia N. **A General Departmental Outline for Career Guidance and a Specific Outline for a Basic Career Planning Course at Pasadena City College.** Ed.D. Practicum, Nova University. 1975. 32p. ED 112 978.

A questionnaire designed to assess the degree to which general education courses at Pasadena City College (California) impart vocational skills was administered to 200 cooperative education students who had courses in English, social science, mathematics, and life science. Results showed that in none of the areas studied did students feel their vocational skills were significantly enhanced. Consequently, two occupational plan outlines were developed. The General Departmental Plan Outline is a checklist of occupationally related skills designed for use by individual instructors and is intended to aid them in recognizing the vocational aspects of their subject matter. The Student Occupational Plan Outline includes the names of tests, films, readings, and projects the student can employ when attempting to define or achieve a vocational goal. The survey instrument and data are appended, as is a copy of the Pasadena City College student background information form.

Hazzard, George W. **Quality in Liberal Learning.** A Report of Project QUILL. *The Forum for Liberal Education* 2 (December 1979). 17p. ED 180 380.

Fifty-five of the projects sponsored as part of Project QUILL (Quality in Liberal Learning) are described. Funded by the Ford Foundation, Project QUILL was designed to support creative efforts on campuses that will enhance liberal education. The grants have been made to a wide range of public, private, two-, and four-year institutions. Grants for Project QUILL center around three themes: (1) helping cross boundaries between or among the humanities, social sciences, and natural sciences; (2) strengthening the liberal learning component of continuing education; and (3) helping integrate liberal learning with career and professional education. Projects reach a wide variety of students including college freshmen, mature women returning to college, students in technical training programs, and adults looking toward retirement. The important role faculty play in providing fresh approaches to this type of liberal education is emphasized.

James, Gerald B., and Gill, Edwin. **Emphasis on Education for Careers: Pro and Con.** *Community College Review* 3 (January 1976): 14-25. EJ 133 030.

James emphasizes the importance of occupational subjects and regards academic subjects as mere tools needed to master one's skill and enrich one's life. Gill regards the point of education as preparation not just for employment, but for living, and recommends that career education be offered on an elective basis only.

Lepchenske, George L., and Harclerod, Fred F. **Are Liberal Arts Colleges Professional Schools? A Restudy.** Topical Paper No. 11. Tuscon: Office of Research and Study in Higher Education, Arizona University, 1978. 38p. ED 158 679.

This study sought to identify and describe changes in curriculum programs and instructional systems occurring among a selected sample of small, private liberal arts colleges between 1969-70 and 1974-75. This study supports the prediction, based on a 1957 study by E. J. McGrath and C. H. Russell, that a pattern of coursework combining a broad, liberal education with some initial vocational competence would become the pattern in American liberal arts colleges. Criteria for this study were drawn from the previous study and data were collected from the same institutions. Findings indicated that professionally/vocationally-oriented programs increased at an accelerated rate between 1970 and 1974 and that significant changes were found in curriculum and instructional systems. Alternative instructional systems in the expanded curriculum encouraged the learning of practical applications for the liberal arts disciplines. Social and cultural demands for curriculum changes and educational services created a need for interinstitutional cooperation between small, private liberal arts colleges. Shared facilities and faculties expanded capabilities and helped alleviate financial pressures. Information on program offerings of the surveyed schools is appended.

Marland, Sidney P. **Liberal Education and Work: "United from the Beginning and for All."** In *Reassessing the Link Between Work and Education*, edited by Lewis C. Solmon, pp. 39-46. New Directions for Education, Work, and Careers, No. 1. San Francisco: Jossey-Bass, 1978. EJ 203 383.

Through a broadened conception of work, the restoration of liberal arts at the center of learning is advocated. Institutional and federal support is described. Higher education is challenged to link liberal education and work by administrative and curriculum change, new student services, and new bridges to the community.

Martorana, S. V. **Education and Work: Responsibilities and Responses of Two-Year Colleges.** In *Reassessing the Link Between Work and Education*, edited by Lewis C. Solmon, pp. 91-101. New Directions for Education, Work, and Careers, No. 1. San Francisco: Jossey-Bass, 1978. EJ 203 387.

Despite their conflicting purposes and the historic dominance of their college transfer mission, community colleges have made progress in fusing education and work. The conflict between the functions of occupational and liberal education is described.

Martorana, S. V., ed. **Annual Pennsylvania Conference on Postsecondary Occupational Education: Programming Postsecondary Occupational Education.** University Park, Pa.: Center for the Study of Higher Education, Pennsylvania State University, 1978. 114p. ED 164 797.

Ewald Nyquist delineates the problems faced by postsecondary education—money shortages, declining enrollments, and competition between institutions—and suggests that a partial solution lies in regional cooperation. In her report on current educational research, Eileen Kuhns summarizes projects investigating job crisis, vocational vs. liberal education, affective preparation for work, accountability, education's new consumers and new producers, and programming coordination. The executive vice president of the Pennsylvania AFL-CIO, Robert Mahoney, stresses that educators, workers, and employers all have a stake in program planning and must begin to cooperate. Carl Herr relates plans for postsecondary oc-

cupational education to the state plan for vocational education. In Edwin Herr's talk on counselling postsecondary vocational students, the diversity of students in vocational education and areas of counselling needs are recognized, methods for career education are suggested, and policy implications are outlined for these approaches. Lee Frederick emphasizes that cooperative education is a legitimate form of academic education, not merely a learning experience. An overview of the conference is provided by James Murphy.

McBath, James H., and Burhans, David T., Jr. **Communication Education for Careers**. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills; and Falls Church, Va.: Speech Communication Association, 1975. 150p. ED 111 045.

Speech education curricula have been concerned primarily with teacher education. Now, speech communication educators are faced not only with the pressures of decreasing opportunities for their majors in the traditional academic marketplace, but also with the challenges of newly emerging possibilities for career roles. Some of the vocational areas speech communication graduates have entered are public relations and advertising, personnel, government, law enforcement, entertainment, social services, sales, and the ministry. Thus, there is a continuing need for persons competent in communications skills in many vocations. Career counseling, mini-minors in vocational fields, and internships in career-relevant areas are ways of preparing communication majors for employment. Ways for colleges to develop and implement a career-oriented approach to communication education are explored.

McCart, Bruce R. **The Career Awareness Micro-Internship Program**. *Liberal Education* 64 (October 1978): 331-40. EJ 192 693.

The Career Awareness Micro-Internship Program at Augustana College, designed to demonstrate the career potential of liberal arts education to students and prospective employers, places students in job situations with professional sponsors. The internships are also open to faculty to help them update their knowledge about non-academic careers.

McGrath, Earl J. **The Time Bomb of Technocratic Education**. *Change* 6 (September 1974): 24-29. EJ 102 782.

General and liberal education is the thread to weave a pattern of meaning into the total learning experience, particularly in liberal arts colleges. Unless such balance is restored, career training will be ephemeral in applicability and delusive in worth; a value education will be casual, shifting, and relativistic.

McIntyre, Catherine, and Wales, Christy. **Accelerated Educational Program, Voorhees College: A D E A P Evaluation, Final Report**. Seattle: Research and Planning Office, Washington State Board for Community College Education, 1976. 60p. ED 135 898.

This report contains an evaluation of the Accelerated Education Program at Voorhees College, a small, predominantly black institution located in rural South Carolina. The objectives of this program were to provide an enriched college education to deprived students who would not otherwise go to college, to emphasize recruitment of students from the seven rural counties surrounding Voorhees, and to provide educational experiences for the community. Among the findings of the evaluation

are: (1) the number of students at Voorhees increased 43 percent since the project began in 1973; (2) the college is providing a liberal education to some students who do not meet the entrance requirements for state colleges; (3) the college has developed a model career education program with a very successful career placement office; and (4) 60 percent of the students from the seven rural counties surrounding Voorhees have maintained or improved their grade point average from the first semester they entered the program to their most recent semester at the college. Among the shortcomings of the program are the drop-out rate which has increased considerably in the three years of the program (although about 50 percent of those who drop out at one time re-enroll later), and the low level of community involvement in the college.

Morgan, Richard Lyon. **A New Dimension in Community College Education: John Dewey Revisited**. *Community College Social Science Journal* 1 (1977): 74-77. EJ 166 442.

Morgan discusses Dewey's war on the dualism between academic and vocational education. He calls the present system of labeling "academic" and "vocational" students a "caste system," and recommends integrating vocational instruction with liberal arts education, career exploration studies, and career group counseling.

Olson, Paul A. **Concepts of Career and General Education**. AAHE-ERIC/Higher Education Research Report No. 8, 1977. Washington, D.C.: American Association for Higher Education, 1977. 50p. ED 145 761.

General education may be described as: (1) encyclopedic education; (2) education in seminal authors; (3) education in primary investigative paradigms or logics; and (4) an advising tool designed to assure fairly even distribution of students among the early college courses. Obviously it is not a concept having a single very generally understood definition. Career education, on the other hand, is supposed to give a person the tools to find what he wants to do over long stretches of time, not only as a job-holder but also as hobbyist, citizen, house-man or woman—the tools to make a life's work meaningful. The notion of what constitutes each of these types of education changes radically from period to period as cultures develop new information and societal needs. Three issues to be addressed are: (1) Under what educational circumstances is it possible to give people a chance to construct a conception of career or life's work while giving them a critical understanding of their world? (2) What are the circumstances that make education for a life's work turn into what people see as "training the young like animals to perform certain external duties?"; and (3) What are the circumstances that turn general education into education that does not develop a sense of meaning in work, or makes life's work possible, satisfying, and meaningful?

O'Neal, Robert G., and Wallace, Wayne E. **A Liberal Education is Preparation for Work**. *Journal of College Placement* 40 (Summer 1980): 61-66. EJ 223 429.

A survey at Indiana University revealed that most of its liberal arts graduates found jobs that satisfied them. A well-rounded education combined with career planning and careful job search methods can be an asset in daily life as well as in the marketplace.

Riley, Gresham. **Goals of a Liberal Education: Making the Actual and the Ideal Meet**. *Liberal Education* 65 (1979): 436-44. EJ 216 406.

The need to integrate the ideal world of scholarship with the actual world of career preparation is discussed. It is explained that, to achieve this integration, liberal education needs to focus on the three-part goal of: (1) developing skills for lifelong learners, (2) synthesizing specialized knowledge, and (3) making informed value judgments.

Robbins, Cornelius V. "We Must Think First of the Individual Student . . ." *College Board Review* 105 (Fall 1977): 26-29. EJ 170 156.

At community colleges, there is little theoretical conflict between general education and vocational preparation, suggests an associate chancellor for community colleges. A good community college should recognize the varied needs of its students and inject enough options to allow for individual choice.

Rudolph, Frederick. **Dirty Words: Leadership and Liberal Learning.** *Change* 12 (April 1980): 18-23. EJ 222 002.

The relationship between leadership and liberal learning is discussed. The education of leaders is seen as having become denigrated as elitist, and liberal learning attacked as useless and aristocratic. It is suggested that the goal of mass higher education can be achieved without abandoning a commitment to the education of leaders.

Schlesinger, Mark A. **Restructuring General Education: An Examination of Assumptions, Practices, and Prospects.** CUE Project Occasional Paper Series, No. 2. Bowling Green, Ohio: Bowling Green State University, 1977. 60p. ED 142 102.

The gap between the claims and the execution of general education is explored. Interpretations of the meaning of general education over the centuries are traced. Focus is on two factors: (1) the economic and social considerations that work against notions of general learning, including the diversification of students and the emerging role of higher education in job preparation, and (2) the vague language of the liberal arts and general education, which lends itself to numerous interpretations of the goals of general education. Further consideration is given to traditions of the generally educated person, student development, and general education and societal survival.

Southern Regional Education Board. **Faculty Involvement in Career and Academic Advisement.** Issues in Higher Education, No. 10. Atlanta, Ga.: SREB, 1977. 7p. ED 149 667.

Although over 40 percent of college students in southern states receive their bachelor's degrees in liberal arts fields, the demand for those graduates in the job market is increasing at a slow rate. Colleges and universities can assist students with career development, integrating career and liberal education. Several approaches are currently being pursued: (1) curricular revision, (2) separate courses in career education, and (3) strengthening career planning and advisement. Several institutions in the region are combining strategies. Three implications arise: (1) mere structural integration of liberal education and career development will not automatically result in a fusion of these elements, but must be supported by both student affairs and academic divisions of the institution; (2) the potentially strongest approach seems to be one in which there is such an integration in the form of a single faculty member; and (3) this integration is aided by faculty involvement, and such involvement probably has to

be cultivated on a selective rather than comprehensive basis.

Stauffer, Thomas. **College Graduates: Educated but Useless?** In *Preparing for the New Decade*, edited by Larry W. Jones and Franz A. Nowotny, pp. 93-97. New Directions for Higher Education, No. 28. San Francisco: Jossey-Bass, 1979. EJ 219 762.

Colleges need to blend the liberal arts and professional education to produce students who are both well educated and prepared for fulfilling careers. Educational goals include: (1) entry skills for job success, (2) preparation for professional growth, (3) development of professional attitudes and ethics, and (4) general education.

Wynne, Dorothy, E., et al. **Should Liberal Arts Colleges Try to Make Their Graduates More "Marketable" So That They Can Better Compete for Jobs with Vocationally Prepared Graduates?** *Change* 11 (September 1979): 52-55. EJ 209 686.

Liberal arts colleges are concerned with the marketability of their graduates because students are demanding proof that four years' investment in education will pay off with career mobility and economic security. It is suggested that good liberal arts majors have marketable skills in thinking and communication and confidence in themselves.

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